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ABSTRACT

The results of a course held in response to requests from the member states of UNESCO, this report presents the abridged content of lectures, discussions, and observation visits concerning the methods and experiences of the 19 participants in promoting reading habits in 16 Asian and Pacific countries. The report notes that one of the key issues in book development is how to promote reading habits in a practical way. The first part of the report (Creating Good Books and Methods of Promoting Reading) presents six papers: (1) "Creating Picture Books" (Seizo Tashima); (2) "Reading Promotion Activities and Libraries in Japan" (Hitoshi Kurihara); (3) "Development of Reading Promotion Movement in Japan" (Kenichi Ino); (4) "Roles of School Libraries and Their Actual State in Japan" (Yoshie Nagai); (5) "Utilization of Mass Media for Reading Promotion" (Yasuo Ueda); and (6) "Creation and Effective Presentation of Picture Plays (Kamishibai)" (Noriko Matsui). The second part presents the reports of group discussions on how to succeed in promoting reading habits. The third part (Status-Quo of Promotion of Reading Habits in Asian/Pacific Countries) provides reports of the countries participating: Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, Thailand, and Viet Nam. Appendixes present the program schedule; lists of participants, lecturers, and secretariat members; and general information. (RS)

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Effective Methods of Promoting Reading Habits in Asia and the Pacific

Report: 22nd Training Course on Book Publication in Asia and the Pacific, 1989

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Asian Cultural Centre for Unesco



Effective Methods of Promoting Reading Habits in Asia and the Pacific

*Report of the 22nd Training Course on Book Production
in Asia and the Pacific*

Tokyo, 17 November - 5 December 1989

Asian Cultural Centre for Unesco

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PREFACE

The Training Course on Promotion of Reading Habits - 22nd Training Course on Book Production in Asia and the Pacific - was held by the Asian Cultural Centre for Unesco, in cooperation with Unesco, Japanese National Commission for Unesco, Japan Book Publishers Association, Japanese Board on Books for Young People and Japan Library Association, from 17 November to 5 December 1989.

How to promote reading habits is one of the key issues in book development and it needs a lot of effort from various professionals and volunteers in schools, communities and homes. ACCU organized the Training Course on Promotion of Reading Habits and Book Development in 1988 in response to the requests of the member states of Unesco in the region, and it was evaluated highly by the member states. Considering the results of this course and the priority need for such kind of training course, ACCU organized this year's course on promotion of reading habits, inviting 19 participants from 16 countries. The participants included librarians, educators, editors, writers and literacy education specialists.

The 1990 course focused more on practical action for promoting reading habits in respective countries. After a series of lectures, discussions and observation visits concerning the methods and experiences of promoting reading habits (such as roles of libraries and utilizing other media), the participants worked on "How to Succeed in Promoting Reading Habits" and gave many practical and effective ideas on this topic. The abridged content of some of the lectures and reports of such group work is published in this report.

We should like to express our deep appreciation and gratitude to all those persons who rendered special contributions to make this course a most fruitful one, especially the lecturers and those who kindly received the participants for the observation visits and field trips.

We hope this report will be utilized extensively in further promoting reading habits.

Asian Cultural Centre for Unesco

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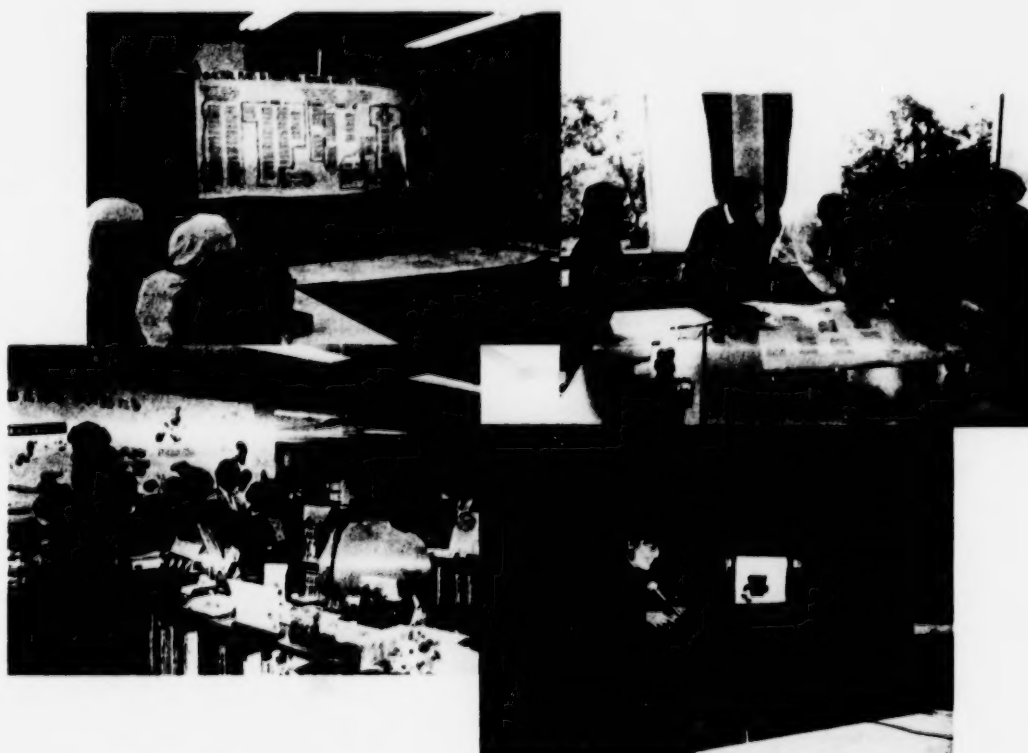
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PART I : CREATING GOOD BOOKS AND METHODS
OF PROMOTING READING HABITS



CREATION OF PICTURE BOOKS

Seizo Tashima
Author Illustrator

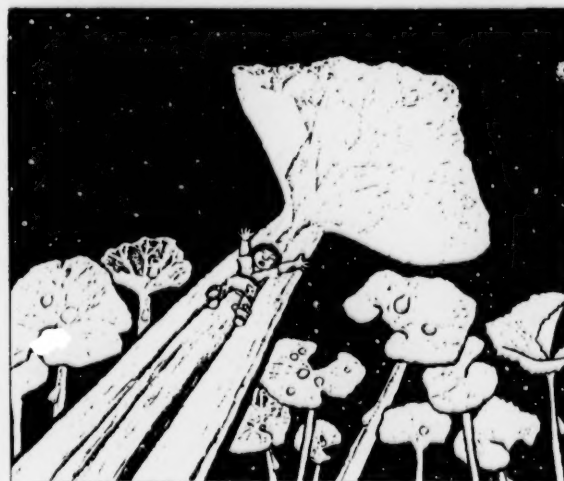
When I started to make picture books in the 1960s, most of the picture books published in Japan were those which flattered children. I mean those picture books imposing such an accomplished notion which is determined by adults that "Children like such kinds of books". It was a time when a creator did not depend on the 'creative impulse' which gushes out from his or her heart in the work, but on such a notion that this is what children would like, or this is what we must teach to our children. Of course there still exists in the present day such kinds of publishing activity for children. However, when we look at the picture books which have been read by children for more than 30 years, we can see that it is because of the creative impulse which comes out from the creator's mind and heart into the pictures that they have been well received by children for so many years. I think it is not my personal opinion but rather an 'objective fact'.

In early years of my career, I made illustrations on the themes of traditional performances, festivals and customs of ordinary people. Through these works, I achieved a conviction that what is characteristically Japanese can also be communicated to people who have different cultures and customs. In other words, the characteristics and personalities which influence the essential part of the human mind are communicable to people in any country.

Unfortunately in the case of Japan, there is a tendency to admire western culture and there are still some people who believe in the superiority of western culture to eastern culture. But then, if you just imitate western culture and you do not learn from your own, it is not possible to impress even your own people. Though there are always people who may deceive us with such imitation, in reality the work cannot reach anyone's heart. That applies to both adults

and children. I have a firm conviction now that to absorb the hearts deep inside the people of your country into your creation and to make such characteristic work, is to nourish one's own character and personality, and this, at the same time, can communicate to people in other countries. Especially in the case of pictures, an artist expresses a motif on canvas or paper. In doing so, he must visualize this motif well inside his own mind and let it stay inside for a while, before he actually draws it. Otherwise the outcome of his effort can hardly move other people's minds.

Now the problem is the quality of the artist's inner world that the motif must go through. Unless it has a certain quality, only a trifling picture can be made. What influences the work is how the artist has lived, through grief, joy, being hurt, hurting other people, sufferings and his/her struggles. It often happens that the artist's capacity is only recognized in terms of technique. Naturally, technique is necessary in creating something, but the most important point is what exists 'inside' the artist's mind, in between the flesh, in



Fukimanbuku

corpuscles in the blood and in the veins of the artist, in creating a 'real' picture.

Some may feel that I am exaggerating a little, but I am not. It applies not only to art in general but also to picture books for children. As I spoke earlier, it was a misfortune for children's books that this kind of discussion hardly took place in relation to children's books for a long time and only books trying to please children prevailed on the scene.

I moved to a village about 40 kms away from downtown Tokyo and started to grow vegetables, and keep hens and goats on my farm. Through such a life, I made one picture book titled, "Hatakeno Tomodachi (Friends of the Field)" in which many of the vegetables I grew appear. In picture books, easy personification of the objects such as vegetables is likely to be done by giving them eyes, mouth, hands or legs. However if you are really familiar with these vegetables, it is not necessary to give them eyes or mouth; you can make them move with their own characteristics.

The story of this book is as follows: Once an old man who owned a farm was taking a nap so everybody got excited to have fun with each other. The cucumber started to make sound, scratching his body as if playing a cello, and egg plants were bumping each other to play rhythmic music. The corn seemed to be playing a violin and the pumpkin flower became a horn, root vegetables started to pull themselves up from the fields and run away and so on. So the farm was turned into a kind of chaos.

When a tomato failed to catch a ball from a green pepper and the ball hit the old

man's head, and he woke up. When he opened his eyes, everybody was so surprised at his sudden awakening because they were jumping and moving around all over the place and did not know how to return to their original places instantly. It is just like a scene in a classroom when the teacher tells small school-children to do self-study, and leaves the room. But once the teacher goes out, children move about as they like, jumping and playing, and when the teacher returned to the room much earlier than they expected, they cannot help but go into a panic. I think my vegetable story is similar to such a situation.

I make story and picture books according to what I feel, and with no particular consideration for children in mind. That is to say that I am creating it through a part of myself which continues to live as a 'child'. Through that part of myself, I can really relate to children. I think it is important to focus on the 'child' in yourself in making picture books, rather than to focus on the children around you.

In fact you can never completely succeed, I feel, in creating a book to please children or to provide them with what they want. Assuming that you understand children itself creates a lot of problems. Some people say that a children's book author should have 'child's mind', or he should recall his own childhood in writing for children. But I don't think that is correct. If he has to go back to his childhood and youth to write or to illustrate, he is not really qualified to make a book for children. I think you should have a child's character, the urges or impulses of a child. You should be able to be excited and become hot as much as children do. You should be able to



Hatakeno Tomodachi

cry as much as children do. Only such adults can grasp children's minds and hearts and influence them.

Some people can make picture books with reference to what sells well, what mothers who buy children's books would like or what publishers and booksellers would be happy with. But such an attitude in book-making cannot create a book that can capture children's minds for decades of years. One child enjoys a book and is happy with it. When she grows up and becomes a mother, she buys the same book for her child, saying "This is what I was reading when I was a child", and reads it aloud to her child. Of course the book must remain on the market though. This child grows bigger and she herself has a baby; she can read the same book to her baby saying, "My grandmother, my mother and myself read this book". Such a picture book cannot be created with cheap tricks of mere technique. What can touch people's hearts and minds is something created out of the artistic inspiration which is gushing out from the bottom of the artist's mind.

I make various types of picture books. "Friends of the Fields" is rather a recent one made in the 1980s. "Chikarataro (Taro, the Powerful)" was my first picture book, published in 1964. This book is still being sold in bookshops after 25 years.

There are many differences between these two books. Naturally, in 25 years one's inner world changes. But I change it intentionally. It is so easy to continue in the same style as you go on. For example, "Chikarataro" was highly recognized and it sold more than 300,000 copies in a single

year. So if I had continued producing the same type of picture books maybe I could have become a rich man. But I could see that if I took it easy and continued in the same style, my mind as an artist would start to stagnate and be spoiled. One must always be excited, with a heart going "pitapat" to create something. It must be especially so for those who are involved in children's books, because children are always full of curiosity and new sensitivity. Therefore they can easily see through the essential weakness in works which were created through cheap techniques and experiences. Of course they don't say that "This artist has become stereotyped," and such, but they can feel it unconsciously. So the artist must always have fresh and new sensitivity.

In my case I changed my style of illustration three times. Every time I changed it I suffered a lot and the readers were also very confused. So there were books which did not sell at all or those which some critics said were made only with the sensitivity of adults, which is different from what children would like regarding use of colours, for example. I still remember what one critic said about my illustrations. He said, "The artist can illustrate whatever he wants in his own studio but don't trample the beautiful flower garden of children's books with artistic ego." One of these books did not sell well 25 years ago, but it continued to be published for 25 years and now more than 500,000 copies have been published in total. Now, I think, nobody in Japan says it was made by the artist's egoism and neglects children's minds and such.

Some time after this book was published,



Chikarataro

I moved to the countryside around Tokyo. I farm, keep goats and hens and stay in constant touch with nature. I was deeply moved and surprised by the 'power' that nature has. Some people may think it is rather silly to say this, but I was really astonished to see the sown seed start to bud and bloom and bear fruit. It is such a simple and, in a way, ordinary thing but it was a shocking experience for me to see such life which I had never realized when I was living in the city. Deep down in the frozen earth, there are millions of seeds just waiting for the spring to come. And before the spring breeze comes, soft shoots sprout from the hardened earth. Such ordinary but impressive natural life was very fresh to me. So I made this impression into the picture book titled, "Fukimanbuku (The Girl and the Flowers)".

When I published this book, children and mothers who were accustomed to my previous style were so shocked to see such a different kind of pictures. Some said that they were even disappointed. Some people said that it gave them a creepy feeling to see certain pictures in the book. Such 'creepiness' represents the existence of god living in the sky and the inexplicable power that exists between nature and people, respect and fear of godly nature. It was what I was feeling when I was illustrating it.

I think human beings can only live in this nature on earth where many tiny creatures

and bugs live, little buds shoot up, insects eggs hatch and birds fly in the sky. We had co-existed with such life for a long time and it is, in fact, the only way for us to live. However, present civilization is separating us from this living world. Children are born in a 'cement box' and people work in a company built of 'cement'. Through such life we forget what we can really depend on and must treasure and we have destroyed it.

But I don't try to include such messages as 'anti-pollution' and 'anti-nuclear power plant construction' in my picture books directly. I think there is a more important thing than to convey such 'concrete messages'. That is, through picture books I try to nourish the hearts and minds of children to accept directly the joy, impression and sometimes sorrow in life; for example the joy of a small bug which could finally fly after several ecdyses, or the beauty of a plant whose seed sprouts and blooms. I was trying to include such feelings in the picture book "Fukimanbuku".

Some people may say that such lofty artistic discussion is no use for illustrations for children. But I think that is wrong. I strongly feel that children's books should be created with such real impulse of an artist because children's books are what children encounter in the very early part of their lives and the first art they meet.

** This is an abridged translation of the transcription of Mr. Tashima's lecture.*



Fukimanbuku

READING PROMOTION ACTIVITIES AND LIBRARIES IN JAPAN

Hitoshi Kurihara
Secretary General
Japan Library Association

There are three points I felt, listening to the reports of the participants from 16 countries on the promotion of reading habits in their respective countries. One is that according to the respective situations of traditional culture and the conditions of life of people, focuses and approaches in promotion of reading habits differ in respective countries. The second is that, depending on the kind of work and responsibility in which each participant is involved, viewpoints and approaches in developing reading habits differ. The third is that, in spite of several differences, most of the problems that were presented are quite common to us all. The problems commonly shared are in the following five fields:

1. Government - including national and local government. Importance of literacy education is not adequately recognized by the government. More positive measures, concretely more financial resources, are needed in this field.
2. Society in general - Inadequate understanding of the relationship between children's development and reading in various phases of social life, and particularly of the parents in family life, has been pointed out. In addition to lack of parents' understanding, school teachers insist that reading other than textbooks is unnecessary, and such an attitude is prevailing. In order to make people understand the significance of reading for children and to promote reading movements, cooperation with the people in the communities, including volunteers, is essential.
3. School libraries and public libraries - There was a common understanding among all the participants that libraries should serve people in order to increase the literacy rate and provide various reading materials and information. Importance of developing the library facilities and the training of library

personnel was also mentioned.

4. Support for publishing and effective distribution - support is needed for publishing activities and for editors, writers, etc. by society and government, and also an appropriate distribution system should be established so that the books produced can reach the readers - often a problem at present.

5. New media such as TV - Influence of new forms of communication media, such as TV, on reading habits was pointed out.

These five areas are also of major concern in Japan. To increase the literate population and to promote reading habits of all the citizens is to protect and to build up the rights to make full use of the real ability of each human being. It is a fundamental basis for the development of communities and nations and formation of democratic societies. That's why I think to promote reading and literacy is a task for today as well as for future years.

Reading Promotion Activities in Japan

Now I would like to talk about the movements to promote reading in Japan. Since I am a librarian, I will speak of the reading promotion activities in relation to the libraries.

I started to serve as a librarian in 1948 so I have been observing and thinking about how people read for 40 years. I would like to mention the following seven points about reading movements in Japan:

1. The literacy rate in Japan is 99.5%, which is very high. This is because, over 150 years, the primary education system has improved greatly and people have acquired literacy and the habit of reading books. It is an achievement of education.

2. While the school system was improved, however, there has not been much encouragement on the part of government or other institutions to promote reading habits outside schools. Of course Japan Library Association and some librarians and school teachers have made various efforts but they are not sufficient.

3. Let me explain about the Japan Library Association which was established in 1892. We started with only 30 librarians but now there are 5500 individual members who are professional librarians, and 2500 book-related organizations as members. We have 6 divisions and 27-8 committees functioning. Among those related to reading habits are the Committee on Book Selection for Standard Catalogue, Committee on Reading of Children and Young Adults, and Committee on Promotion of Library Services for Handicapped People in Library Utilization.

4. With regard to its activities, they can be divided into 4 phases. The first phase is, since 1924, we have been editing the "Standard Book Catalogue" for public libraries. The purpose is to introduce good books to libraries regularly and at the same time to encourage publishers and writers.

The second phase, also since the 1920s is a movement to provide small libraries in rooms in village primary school throughout the country. Also a mobile library was started with 100 titles borrowed from the central library.

The third was the organizing of a nationwide annual library week, which started in 1923 with the cooperation of publishers, bookstores and department stores. The purpose of the week is to publicize good books. It was renamed, after World War II, as Reading Week which later constituted the foundation of the Japan Council of Promotion of Reading.

The fourth, however, was the time when various reading movements functioned to condition the thinking of people in Japan in the war period beginning around 1933. It was when Japan caused a lot of trouble for many people in the countries of Asia and the Pacific.

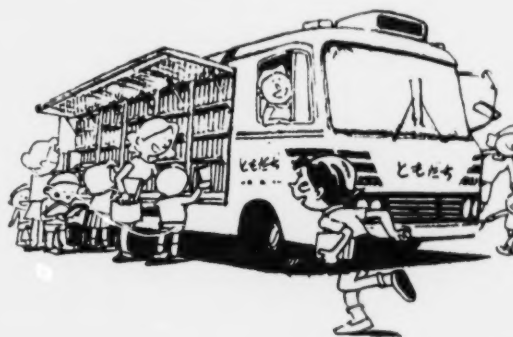
The fifth dates from when, through Japan's defeat in the war, it was realized seriously that reading for peace and the foundation of democracy was important and

the characteristics of the reading popularization movement were shifted in that direction. We thought that the reading which focuses on each individual mind and heart is the kind of reading we needed, not what state authority says. And it was realized that the role of the library, especially of the public library, was of major importance and many efforts have been made.

For example, since 1948, 'Book-Mobile' public libraries have been set up at provincial levels all over Japan. In fact, I was the first staff member of this Book-Mobile in Japan and was travelling all over Osaka area with books.

Around 1955, in order to distribute books to such remote areas which even the Book-Mobile could not reach, 'PTA Mothers Library' was launched. This is a system to distribute books through the Parent-Teacher Association. In school, four children make one group and through the PTA, 4 books per group are loaned and each child takes one book home to its mother. And if you exchange the books among the four in the group every week, for example, every one can read at least four books in a month. So the books are taken home by children themselves. After a month, the books are returned to school and then they can borrow new books. This system started to spread to various schools and villages first with the initiation of libraries in Nagano Prefecture in Japan where most of the land is mountainous. Through this movement, mothers took reading seriously.

Another popular movement was '20-minute reading of mother and child'. This means that in the 20 minutes before the child goes to sleep, he or she reads aloud a book borrowed from a library or a school to the mother and she listens to what the child has to say even though she is busy. This



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movement started in Kagoshima Prefecture in the southern part of Japan and spread widely through libraries and mother volunteers.

In this way in the 20 years after WWII, various reading movements with new ideas and characteristics appeared. The activities centred around the public libraries in the particular area. The librarians themselves started to realize the important responsibility of promoting reading among people in the area.

Another example is 'Bunko'. The other three examples mentioned so far, i.e. Book Mobile, PTA Mothers Library and 20-minute Reading of Mother and Child, were meant mostly to reach the people in rural areas and to promote reading among them, whereas 'Bunko' was developed through the mothers living in urban areas. When urban areas expanded into suburbs, which has been happening in major cities in Japan for a few decades, the development of libraries did not keep pace with such expansion. The reading environment for children in such areas was quite poor with no libraries, for example. Therefore, in order to solve this problem, some mothers got together with their own books and opened their homes as free reading spaces for neighbourhood children. However, the number of books that members can bring to Bunko is quite limited, at the most some tens to hundreds of books only. Also children can soon finish reading the whole collection of books in Bunko, since children's reading speed is so fast, and such children will not come back to the Bunko if there is no new book for them to read.

So how to collect new books has become a major concern for Bunko organizers. In this connection, the mothers started a movement to borrow many books from the central library of the area. By that time, libraries had instituted group lending to rural areas and for those who come to the library themselves. Though they had never loaned many books at a time to volunteer groups in the town, the mothers' earnest efforts made it possible to borrow books. 400 to 500 books are loaned to one Bunko and this system started to spread all over the country. At present the number of Bunko is estimated to be around 3000. Now the Bunko is not only found in urban areas but is also developing in rural areas. It is because mothers always want their children to love books and reading.

Some Bunko last more than 10 years and some only for a year or so. So you can see



visiting "Kinunomichi Bunko" by Training Course participants

that Bunko not only targeted individual children but evolved into a movement to set up public libraries for the community that all citizens can easily make use of.

In the beginning, the libraries were taking the initiative to provide reading opportunities but now the people themselves are trying hard to bring more public libraries or to submit demands regarding libraries. As a result of the cooperative efforts made together with the librarians and people toward the local governments, the number of public libraries has increased by 50% in these ten years. There were 1250 libraries 10 years ago but now there are 1850, which means that in only 10 years 600 libraries were set up over the whole country. It was supported greatly by the movement of Bunko. Such participation of people in the community is quite important in reading promotion activities.

There are more than 2000 villages and cities where there is no library facility in Japan at present. Even if we set up 50 every year, it will take 40 years. Therefore, I think it is really important to promote library movements in rural and fishing villages with the cooperative efforts of those in the community.

As a sixth point, the Japan Library Association (JLA) focuses on the movement to make public libraries. The increase of libraries means the increase of the reading population.

Recently the government report on "Public Opinion on Reading and Libraries" was released. The same research was conducted 10 years ago and according to that, 16.9% of the whole population used libraries more than once a year, and research for this year shows 24.3%. But we cannot be satisfied with this figure, we should at least try to increase it to 50 to 60%.

JLA conducts several programmes to support the public libraries in promoting

reading. Firstly, we appeal to government, to society and to individuals, stressing the importance of public and school libraries in promoting reading habits. Also through Reading Week, we collaborate with many organizations.

Secondly, we select recommendable books. There are about 60,000 titles published a year in Japan and among them about 35,000 to 40,000 titles are on the ordinary market. Those recommended books are selected by professionals for libraries and readers, and number 8000 titles a year. The selection is listed in the weekly newsletter of JLA as well as in the weekly newspaper on book reviews, titled "Dokushojin" (Readers). It helps the libraries to check which books they should collect. It also helps the publishers because once the book is introduced in the article, at least 1000 copies can be sold to libraries, considering that there are 1800 of them. The members of the selection committee consist of about 50 young university professors specializing in various subject areas. Every week we borrow new titles from a major distribution company for about a week for the selection. In this way we try to publicize good books.

The third committee is concerned with how to promote reading and create a favourable environment for reading among children, physically disabled people, including the blind and the deaf, and also those in the hospital. For example, in the children's book section, booklets on mothers' activities for children's reading and annual reports on children's libraries have been published. They meet and discuss such common issues such as how to provide library service for young adults who are between 10 and 15-16.

The fourth is the technical training of library personnel. Among various projects of JLA, we place main focus and efforts on the library service for children, youth and disabled persons.

Librarians and Promotion of Reading Habits

I would like to speak about the librarians and the promotion of reading habits based on my personal experience.

When I was driving the Book-Mobile and was distributing books in 1948, the vehicle carried about 2000 titles and some films, projector and screen. It was usually two days to three days' trip at one time. When

I saw children playing on a kindergarden, I stopped my vehicle and went to them with a few books in my hand, though people who were waiting for the Book-Mobile to come sometimes complained. At any rate, to read books aloud to children is a very important lesson for librarians. In those cases, I made the smallest one sit on my lap and started to read near to them with certain rhythms. I realized, then, that children get interested in books from listening to rhythms.

In this way, the Book-Mobile not only provides books but is a very good way for the children to learn how to read by listening to the librarian. You would find many children who can read letters somehow but cannot grasp the story. In that case, I ask them to read one phrase each. After repeating several times, I realized that it is a very joyful thing for children that the letters are understood as words. By then I had become very close to many children in the area and they asked me to read for them and to practise together to be able to read smoothly. It was the start of my career as a librarian.

How about activities for adults? In my case, I walked into the mountains to small villages with about 30 books on my back. In the public bath-house in the village, I set up a reading corner where people could read and borrow books to take home after a bath in the evening. At around 10 o'clock in the evening, young men in the village got together so I organized a reading circle with them. It helped much to relate their thinking to books.

For small children, books are same as toys but it is the very start of relating books and minds and feeling that books are very close to them. They play with books and can tear them but it is the first step to learning language, to reading books and to thinking. So I often told mothers not to scold their children when they tear books.

We designed 6 kinds of vehicles for the Book-Mobile to reach different areas. We needed bigger vehicles so that we could carry many books. But for mountainous roads, we had to have smaller ones. In spite of all the efforts, still I found that encouraging people to read and to increase libraries is difficult work.

After 20 years of such work as a

librarian, I became the director of a public library in Sakae City in Osaka, the population of which is 800,000. I tried to establish branch libraries because only one central library could not serve the purpose. It was not easy to get funds from the local government, but it was made possible through the cooperation of the mothers of Bunko activities.

Now there are 10 branch libraries in Sakae City. First we borrowed a used vehicle which was no longer required by the local government bodies and set it in the park with tyres taken off and chained up so that it would not move. We made shelves in the vehicle and arranged the books. Such a 'library' was open once or twice a week and maintained by mothers of that area from 1 to 5-6 o'clock in the afternoon when children returned home from school. Children who used that library became very fond of books and it grew into a pressure movement for the government to set up more libraries. Such activities laid the foundation for the setting up of a branch library.

Therefore I feel that the first important step in setting up libraries is to make the children and mothers in the area become fond of reading books, which creates a need and demand for using libraries. I think it is a responsibility of the director of the libraries to consider how all the citizens can utilize the library and to be fond of reading books. Of course there are other activities for librarians other than to read for children, such as to provide necessary reference materials and information. However, I came to a kind of conviction that if you cannot read books for children, a high level of work cannot be expected. Literacy education in which many of you are involved in is extremely essential and important as it is the basis for such library movements and community development movements.

Methods of Promoting Reading Habits

As mentioned earlier, the first thing is to make people get used to books, that is, to keep books around them not feeling them as a stumbling block, or to create and maintain an atmosphere to be able to feel that the letters they find in books have some meanings to them, that equip them for everyday life. I consider one of the targets is achieved if you can think of a book as a

tool, or if when you see a book, you immediately want to open it and see what is in it.

Such an atmosphere is created by mothers and librarians. From the relationship of language, letters and books, it is very important to read books to children who cannot read letters, near to their ears with rhythm. In this case, picture books help much.

The second factor is to make book reading an enjoyable game for children, reading with rhythm like singing a song. In this case, enjoyable stories are needed and it is the publishers', writers', illustrators' and editors' responsibility to produce many enjoyable books which can be reached by children.

The third factor in becoming fond of reading is when they realize that to read and be fond of reading is something to be proud of. One of the ways to achieve this is for others, such as mothers, to listen to children reading and to praise them. After being praised, children become fond of reading itself and fond of thinking.

The first phase in development is 1 to 2 years old, the second phase is kindergarten age, and the third, which is 3rd or 4th grade in primary school, is the time when they think books are enjoyable tools for their amusement. At this time if they are not praised much or if they only read textbooks unwillingly, they cannot be fond of books. Therefore, I suggest that you praise children when you see them reading.

Lastly, I should like to tell you the following three ways to promote reading habits in the society.

I think first comes the love for each individual. In relating to somebody with love, they can make books their tools for communicating ideas and languages. In Japan people treasured books and they taught children that to step over the books is wrong behaviour and to leave books on the floor or somewhere is not acceptable. But such behaviour will take the books away from people. Therefore I think it is more important to think that the books exist in order that we as human beings can and will grow. We need such a desire and love to make us better human beings, interrelating

reading and human development.

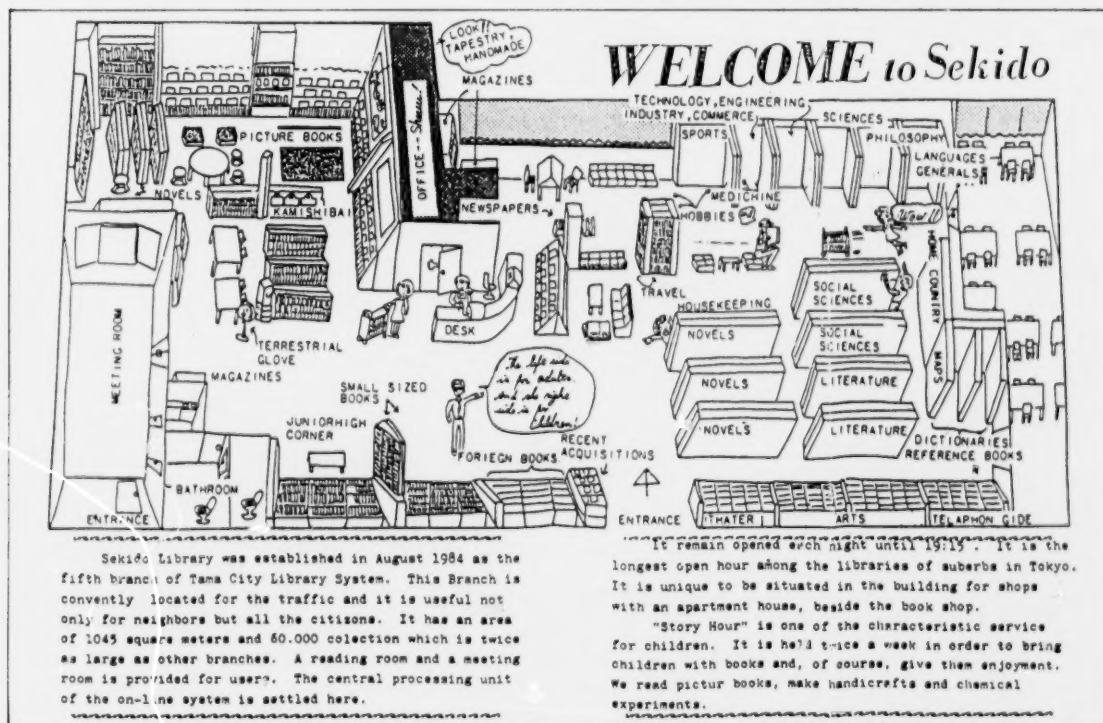
In the reports of the participants, it was pointed out that the existence of teachers and mothers would encourage only reading textbooks, or helping the work in the family. Many people came to me also for advice on how they can have a reading environment. What we told them was, before you read, make your mother-in-law, for example, fond of books by loaning the books that she would like. In case of Bunko also, you should first make mothers like the books. If the mothers do not like to read, then they do not encourage children to read. Therefore, in this way, it is quite important, though not easy, to make every one of us add reading to our enjoyments. This is now the situation at the individual or the family level.

The second point is, in trying to extend any movement or activity in the whole community, whoever you may be, for example, librarians, government officers, school teachers, etc., it is very important to try to involve people and ask them to participate and to cooperate in the activities. Without such will, you cannot

succeed. It is not possible to promote reading in the community only through the government. When the government tried to impose only one way of reading and thinking on people, Japan started a war. If you try to use such uniform thinking, though it may be fast in spreading, it may result in failure. I think it is important that many people with different thoughts cooperate in such work. And making people read does not produce any money so you need love for the community and a good technique to ask people to cooperate. I think it is required for the libraries to have good ways of asking for people's cooperation to get all the people in the community read.

Then, from individual and community levels, we move to national level. We should push the government to provide more funds for the reading and book promotion activities and persuade them that reading is the foundation for developing culture, economy and to form a society of the citizens' mutual consent. It requires much time and effort to achieve. In any case, I feel that we librarians must have confidence in this thinking and carry on with all possible effort.

* This is an abridged translation of the transcription of Mr. Kurihara's lecture.



illustrated map of Tama City Library (Sekido Branch) which the participants of the Training Course visited.

DEVELOPMENT OF READING PROMOTION MOVEMENT IN JAPAN

Kenichi Ino
Secretary-General
Japan Council for Promotion of
Book Reading

The Japan Council for Promotion of Book Reading was first established on November 10, 1959.

The object of its establishment was to contribute to the development and advancement of our culture through the diffusion of publications and promotion of book reading.

The Council was formed by seven representative bodies of publishers and libraries, as a successor to the Executive Committee for the Book Week which had been the sponsoring body for the Book Weeks held since the autumn of 1957.

In the thirty years since, it has sponsored the two big events of the Book Week held every autumn and the Children's Book Week held every spring. These two programmes have now become established national event in Japan.

Besides these Weeks, the Council has promoted love of books and book reading among the general public throughout the year with such events as "Promotion of book reading on Adult's Day" and "Let's Read, New Members of Society!" and so on.

It has also planned various projects and movements to further the understanding and interests of the publishing business. The Council has been the core of such activities up to the present.

The Japan Council for Promotion of Book Reading has as its component bodies the seven corporate juridical persons --- Japan Book Publishers Assn., Japan Magazine Publishers Assn., Japan Assn. of Agents for Published Material, Textbook Publishers Assn., Federation of Japan Bookstore Assn., Japan Library Assn., and Japan School Library Assn. These bodies are all representatives of the publishing and library worlds of Japan.

The Council has received strong support from other bodies concerned in publishing and reading, and it has grown year by year, with 41 local organizations now active in their respective areas.

Activity Organizing Committees:

24 people comprise the following five committees.

1. Children's Book Week Committee.
2. Book Week Committee.
3. Periodicals Month Committee.
4. Promotion of Young Adult's Book Reading Committee.
5. Committee to Promote Book Reading for Young People Who Have Just Begun Their Company Careers.

Activities:

1) Children's Book Week (May 1-May 14)

- 1989 marked the 31st Children's Book Week.
- 65,000 sheets of multi-colored posters to be printed and distributed to primary schools and junior & senior high schools, public libraries, and bookstores throughout the country.
- Book reading in reading circles, lectures by authors, symposiums, exhibitions & spot sales of recommended children's books, to be held in various places throughout the country.

2) Book Week (Oct. 27 - Nov. 14)

- 1989 marked the 43rd Book Week sponsored by the Organization.
- 70,000 sheets of multi-colored posters were distributed to the same places as above.

- ° Awards to reading groups for their activities of book reading promotion.

- ° Subsidizing local Associations for the promotion of book reading. (There are 41 local associations at present)

3) Periodicals Month (Jul. 21 - Aug. 20)

- ° 35,000 sheets of the multi-colored posters were distributed to public libraries, bookstores, members throughout the country, in 1989.

4) Promotion of Young Adult's Book Reading (Jan. 15, Coming-of-Age Day)

- ° 250,000 copies of a leaflet introducing 24 recommended books were delivered to young adults participating in the Coming-of-Age Day (Seijin-no-hi, January 15), a special Japanese ceremony for 20 years old, in 1989. The leaflets were also distributed to libraries and bookstores.

5) Promotion of Book Reading for Young People Who Have Just Begun Their Working Careers

- ° In 1989, 205,000 copies of a leaflet introducing 24 recommended books were distributed to graduation exercises for senior high school, and also to public libraries, bookstores, and local Associations for Promotion of Book Reading.

Promotion of Book Reading on occasion of "Respect-for-the-Aged Day" (Sept. 15)

180,000 copies of a leaflet introducing 24 recommended books were distributed through public libraries and bookstores.

Awards for the Promotion of Book Reading

- ° Awarded during the Book Week in Autumn to organization and individuals.
- ° Awards are a diploma, a plaque and a monetary prize.
- ° Selection for Awards: The Central Selecting Committee will select the awards upon recommendations of the Local Board of Education, the curators of public libraries, newspaper companies, broadcasting companies, members of the

Organization, and local Associations for the Promotion of Book Reading etc.

- ° The objective is to commend and recognize individuals or organizations which have performed considerable services in promoting book reading.

- ° These awards were established in 1971 and supported by the interest from the fund of ¥20,000,000 which was donated by late Mr. Shoichi Noma, former president of Kodansha, to commemorate the CPBR's becoming incorporated. In 1989, another ¥20,000,000 was donated by Kodansha in memory of its 80th anniversary of foundation, and ¥8,000,000 was also donated by the companies concerned CPBR.

- ° The awards have been very helpful in stimulating book reading throughout the country.

Since its foundation, the Organization has put much stress on the promotion of children's book reading. For six years from 1969, it sponsored a special campaign for motivating school children to read more books. 50 books were selected for third grade students and professionals such as librarians from local public libraries were sent to the classroom. These professionals introduced these books to the students in various ways: presenting the actual books to the pupils, giving an outline of some of the books, storytelling, and finally lending the introduced books to the pupils for reading at home.

The books were circulated among children at first, but as an offshoot of this, not only the children but their teachers and parents also became further interested in book reading. This became an important factor in the increase in the number of regional reading groups which now became innumerable numbers throughout the country.

ROLES OF SCHOOL LIBRARIES AND THEIR ACTUAL STATE IN JAPAN

Yoshie Nagai
Librarian
Kuwata Lower Secondary School

I. Activities of School Libraries

- a case study of school library in lower secondary school in Okayama, Japan

1) Providing materials to support school education

* We try to secure 'free reading' of pupils and to help to enrich the content of class lessons.

- reservations for books
- lending, reading, photocopying
- reference service

2) Developing activities for all the pupils/students to relate to their interests and to make positive use of library resources

- book talk
- reading-aloud, story telling
- providing book lists
- publicity activities
- organizing special events, such as mini theatre, extensive activities of class lessons, peace education and reading circles, etc.

3) Producing and promoting cultural activities

- For cultivating 'community culture'

II. Present State of School Libraries in Japan

III. Why School Libraries Are Necessary

- principles of school libraries and school education

1) Supporting School Education

- For easy understanding of lessons
- Experiencing the joy of knowing and discovering

2) Forming the basis for democracy education

- to be able to think and to judge individually
- to secure the rights to study and to know

IV. Efforts to Facilitate Good School Libraries

- towards providing good education and culture for all the children

1) at various local government levels

2) nation-wide

3) international cooperation

- parents
- teachers
- All those involved in education, reading and culture for children such as writers, editors and librarians, etc.



The participants visiting a science class in a primary school

school reading room in primary school

UTILIZATION OF MEDIA FOR READING PROMOTION

Yasuo Ueda
Assistant Professor
Sophia University

(1) Newspapers

a) book review in daily newspapers

Most daily newspapers in Japan carry 2-3 pages for book review every week. Its editorial system and functions of such book review pages will be discussed.

b) special newspapers for book review

We will discuss how the book review newspapers such as "Shuukan Dokushojin" (Weekly The Readers) and "Tosho Shimbun" (Book Newspaper) are published and roles they play, from my experience as an editor of such paper.

c) introduction of books in articles in newspapers

Examples of articles which dealt with books in their "News" and "Domestic Affairs and Everyday Life" sections, will be explained.

(2) Radio

a) introduction of books on NHK radio (semi-governmental radio station)

Radio programmes on reading and introduction of books such as "Watashi no Hondana" (My Book Shelf) on the radio are reported.

b) radio programmes on books from private radio stations

Radio programmes of introducing books on FM radio will be reported from my own experience and roles of radio programmes in promoting reading will be discussed.

(3) Television

a) Television brought "tele-seller" books

"Tele seller" books is a term used for those books which became best sellers because they were produced in TV programmes or were written by popular TV figures. Such examples will be reported.

b) TV programmes of introducing books

Roles of TV programmes in promoting reading is discussed taking the example of a programme called "The Best Seller" and the possibilities that TV programmes can play in reading promotion.



book reviews in magazine
and newspaper

CREATION AND EFFECTIVE PRESENTATION OF PICTURE PLAYS (KAMISHIBAI)

Noriko Matsui
Author/Illustrator

What is Kamishibai

Kamishibai is a Japanese traditional story show.

It is produced as a total art to be performed like a drama. Today, Kamishibai is an effective teaching tool which is welcomed by children.

It has a plenty of action packed, colourful pictures and story of Kamishibai tell children their everyday-life, emotion and feelings.

Kamishibai is an essential teaching tool especially for education of young children which needs intimate communication between children and teachers.

While Kamishibai is played children can talk, laugh, cry or do whatever else their imaginations tell them to do.

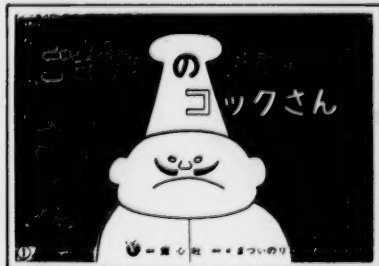
Kamishibai is performed like a play, therefore there are always player and audiences. The player is able to talk to children as audience and children talk back their idea. The fact of that most of the time a player of Kamishibai is a familiar person like as one of their mothers or teachers make children more comfortable and helps to improve their better relationship between a player and children.

Therefore, I believe that Kamishibai is the excellent cultural asset to teach children regarding their individuality their idea, feeling and emotion.

BAD-TEMPERED MR. COOK

written & illustrated by Noriko Matsui

** This Kamishibai was used in the Training Course to understand the characteristics and effects of Kamishibai.*



(1) "What should I do?" Mr. Cook is in a bad temper. His moustache is sticking up and his mouth is tightly shut. What should I do? Hey, Mr. Cook, cheer up!"

- Change this sheet slowly. -

Mr. Cook: "Mmm-----h"

(2) "My! My! My! His temper became even worse. Well, what can I do to make you feel better, Mr. Cook?"

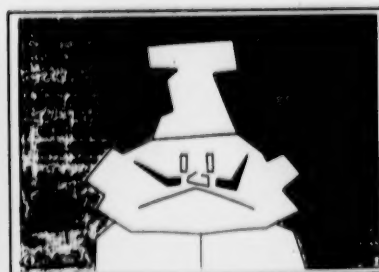
- Sway this sheet like a wave and pull it out. -

Mr. Cook: "M-nyu, M-nyu, M-nyu....."

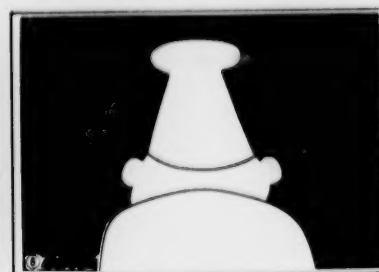
(3) "Kroooooo..... I don't know what to do, Mr. Cook! What should I do!"
- Slide the sheets as you bounce it. -

Mr. Cook: "Pun-pun, Bun-bun. Pun-pun, Bun-bun."

(4) "Oh, dear, Mr. Cook. Ka-chin, Ka-chin."
(pause)
"Nothing seems to make you cheerful. Oh, Mr. Cook, I give up!" (short pause)
- Slide sheet quickly. -



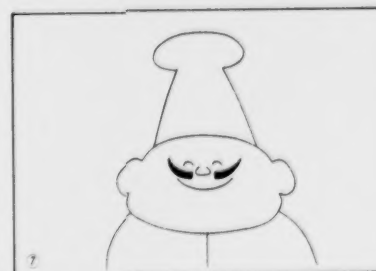
(5) "Gee, what happened? Mr. Cook has disappeared. Where has he gone? Can you find him somewhere around you? Why don't we look for him? Not here? I wonder what has happened to him."
(pause)
"Maybe he is hiding himself here. Shall we have just a quick look in there?"
- Slide sheet slowly to the line instructed. -
"Here he is! I hope Mr. Cook's in a better temper now. Now, let's see."
- Slide the rest of sheets quickly. -



(6) "He has turned around. What should I do?"
(pause)
"Yes, let's call him to turn around and show us his face."
Everybody: "Mr. Coo-----k, Look here!"
(short pause)
- As you slide sheet -

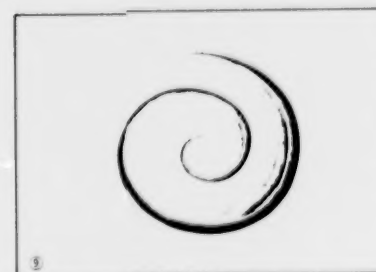
Mr. Cook: "Hmmmmmm....."

(7) "Mr. Cook has become cheerful. As his bad temper has gone, we can ask him to prepare something very delicious for us. Mr. Cook, give us something good."
Mr. Cook: "Hm, Hm, Hm."
- As you slide sheet -
"Wow, such a good smell is coming."



(8) "Kum, Kum. Why don't we smell this, together? What kind of smell is it? What is being cooked, I wonder. Shall we have a quick look inside the pan?"
- Slide sheet slowly. -

(9) "Kru, Kru, Kru, Kuru! Gru, Gru, Gru, Gutsu! Gtsu, Gtsu, Gtsu, Gutsu! Kru, Kru, Kru, Kuru! Gru, Gru, Gru, Gutsu! Gtsu, Gtsu, Gutsu! Well, what has been made?"
- Slide sheet quickly. -
"Here it is!"

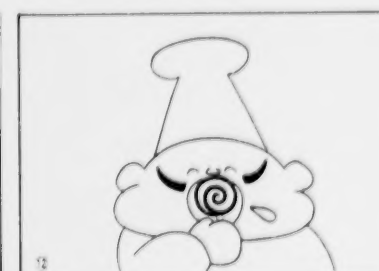


(10) "A huge and tasty candy! Wow, it looks so good. But, only this big one won't do for everybody. Mr. Cook, please make many smaller ones for all of us. All right?"
- Slide slowly to the 1/5 from left -
"One candy makes three. Three makes ---"
- Slide sheet to the 2/5 from left -
"Seven, Seven makes ---"
- Slide the rest quickly at once. -
"This many candies!"

(11) "This will serve for everybody. Which colour do you want? Shall we taste it now? Ooon, this is really good! Hey, what is Mr. Cook doing, I wonder!"
- As you slide sheet -
"Mr. Coo-----k!"

(12) "Oh, Mr. Cook is also licking the candy. Good! Mr. Cook is happy. Everybody is happy. The bad-tempered cook became a happy cook."

(End)



PART II: HOW TO SUCCEED IN PROMOTING READING HABITS
—— reports of group discussion



ILLUSTRATION BY PAVIA RAINBELL (1961)

REPORT OF GROUP (A)

How to Succeed in Promoting Reading Habits and Their Practical Actions

Members:

Ms. Tshering Wangmo (Bhutan)
Mr. Gao Xianjun (China)
Mr. G. Sivaswamy (India)
Ms. Aizan Mohd. Ali (Malaysia)
Ms. Supanee Varatorn (Thailand)
Mr. Bui Viet Bac (Vietnam)
Mr. Shinji Tajima (ACCU)
Ms. Taeko Kurokawa (ACCU)

The problems and solutions on the promotion of reading habits in Asia and Pacific Region are well-known. In fact, participants at the 21st Training Course last year had devoted themselves to this task and had identified and listed out the broad areas which needs attention.

It was, therefore thought, that we should carry forward the job commenced by them by suggesting Action Plan for implementing the different solutions indicated by them.

Accordingly, we in Group A first of all tried to spell out the possible ways how to succeed in this effort.

HOW TO SUCCEED IN PROMOTING READING HABITS

1. By promoting reading among people with help of parents, teachers and institutions. Parents' awareness towards reading play an important role in promoting reading by creating a reading family environment whereby a few hours will be allocated for their children to read either for pleasure or otherwise. Parents need to realise that reading should start from a very young age. In relation to this, teachers must give encouragement and guidance to school children on the importance of reading which can later be extended when the children return to their homes. Besides this, religious institutions should set up small reading rooms to enable any reading activities to be carried out at any time desirable.
2. The government should provide the overall policy, planning and development,

allocation of funds as well as good training. All these can be achieved by having a library legislation in order to facilitate systematic planning and effective implementation. The revision of the educational system towards a liberal policy is then required. Reading promotion can be further activated in many rural areas with the assistance of the government by providing and increasing the funds available. The personnel involved in these activities either in rural or urban areas can only provide effective services if they are given sufficient professional training.

3. Utilizing mass media by having interesting book review columns, book discussions and children's programmes will help to disseminate information to the masses on a wider scale.
4. There is a need for the availability of reading materials to various levels of people which can be achieved by improving the quality of reading materials especially to children and neo-literates. In instances where original works are lacking, translation activities may overcome this problem. However, the publication of pornographic materials should be controlled. With technological advances, cost of book production should be cheaper and prices can be lowered to increase the population's buying power. The above achievements will be meaningless if a good distribution network is not available to reach the masses.
5. Facilitate reading promotion by providing adequate reading facilities throughout the country by increasing and improving the mobile and rural library services and establishing more home libraries. Reading promotion activities should be seriously done by organising competitions, book clubs, book fairs, reading camps, etc. at regional and national levels. Programmes for the disabled groups should also be arranged and implemented.

While outlining the role of different Forums/Groups including Government, we felt that the task of improving the reading materials was very important and significant. Maybe it has to be dealt with on top priority basis.

Accordingly, an Action Plan for

Qualitative Improvement of Reading Materials in general and with particular reference to children books and material for neo-literates was taken up.

The result of this exercise gave us several points where actions can be initiated immediately for achieving success in promoting reading habits. It is as follows:

ACTION PLANS FOR QUALITATIVE IMPROVEMENT OF MATERIALS

- Research into reading habits/interests
- Survey of reading materials
- Compilation of reactions, opinions, etc.
- Encourage publication of relevant materials to meet felt needs
- Adoption of participatory methods in preparation of materials
- Institution of awards for good books, for editors, for authors, illustrators, for publishers, for printers, for book-sellers, etc.
- Organization of competitions to promote creative talents in writing, illustrating etc.
- Drawing and painting competitions in schools
- Book reading contests in schools
- Publication of folk tales, famous short stories etc. in cheaper editions for mass consumption
- Writers workshops for preparation of neo-literate reading materials
- Simplification of language in materials already published for use by neo-literates
- Training and orientation to personnel involved in book production such as editors, illustrators, photographers and publishers on needs of children, neo-

literates etc.

- Guidance to writers and translators
- Using mass media for publicity about improved books
- Publication of book reviews
- Organization of book talks
- Guidelines for book production specially for children books and material for neo-literates
- Prescription of Standards for printing, binding etc.
- To have a nodal or central agency at national level to deal with all matters connected with promotion of reading habits/books
- Lay down guidelines for selection of reading materials, children books etc.
- Field testing of manuscripts before printing especially in case of material for neo-literates
- Improved technology of printing to reduce overall costs
- Decentralized distribution net-work
- Adaptation/translation according to acceptable norms
- Exchange of materials between different regions in the same country and in between nations.
- Best works of other countries to be translated for encouraging international understanding, cooperation and widening outlook
- Encourage formation of associations of writers, authors, publishers, illustrators, printers, book-sellers etc. to deal with them collectively for promoting better books.
- Positive government policy to be built-up with active cooperation of concerned groups

REPORT OF GROUP (B)

How to Succeed in Promoting Reading Habits and Their Practical Actions

Members:

Mr. Yousuf Ali (Bangladesh)
 Ms. Shirin Taavoni (Iran)
 Ms. Kongdeuane Nettavong (Laos)
 Ms. Jamilah Ibrahim (Malaysia)
 Mr. Jahan Khan Jamro (Pakistan)
 Mr. M.S.U. Amarasiri (Sri Lanka)
 Mr. Shigeru Aoyagi (ACCU)

PROBLEMS IN PROMOTING READING HABITS

Group B focused its attention on development of libraries as one of the major factors in promoting good reading habits. The following main problems were identified in the field of libraries.

1. Poor national policies towards libraries.
2. Lack of strong national libraries.
3. Absence of appropriate library legislation and standards.
4. Lack of professional librarians
5. Poor and passive attitudes of librarians.

6. Inadequate financial resources.
7. Insufficient school libraries.
8. Insufficient public libraries.
9. Status of librarians not recognized.
10. Poor quality and high price of books and other reading materials.
11. High illiteracy rate.
12. Lack of motivation on the part of potential readers.
13. Distraction by T.V.

PRACTICAL ACTIONS

The group then discussed the practical actions to be taken with regards the above problems. The following were identified:

1. The national library should be strengthened and authorized to do overall national planning.
2. Library networks and centralized library services should be developed by relevant authorities.
3. Library services should be user-oriented so

- as to attract potential users.
4. Suitable library legislation and library standards formulated.
5. Appropriate training courses should be provided by library schools and other relevant agencies.
6. Service-oriented attitudes should be developed by librarians.
7. The status of librarians as professionals should be recognized.
8. School library services should be extended to all schools through appropriate nodal points.
9. Public library services should be extended to the whole country through book mobile, postal services, reading rooms, etc.
10. The government should allocate adequate financial resources to all libraries.
11. The government should provide reading materials to libraries, free of charge or subsidized prices.
12. The media should be used by the library for reading promotion activities.

REPORT OF GROUP (C)

How to Succeed in Promoting Reading Habits and Their Practical Actions

Members:

Mr. Mudjito (Indonesia)
 Ms. Fereshteh Kashefi (Iran)
 Mr. Prabandha Kumar Sakya (Nepal)
 Ms. Doleti Charope (PNG)
 Ms. Lydia Lalunio (Philippines)
 Ms. Ki Young-nae (Republic of Korea)
 Ms. Oh Jung (Republic of Korea)
 Ms. Mieko Tase (ACCU)

Introduction

This report classifies problems and solutions on promotion of reading habits in Asia and the Pacific into 10 categories as follows:

1. Literacy campaign
2. School campaign
3. Building more public and mobile libraries
4. Reading campaign
5. Conducting researches, trainings, seminars and professional organization on reading

6. Building of Bunko
7. Encouragement of publication
8. Mass-media involvement
9. Book distribution
10. Government support

The detailed problems and their solutions are derived as follows:

1. LITERACY PROBLEM AND SOLUTIONS

It is realized that the numbers of illiterates in Asia and the Pacific, particularly in developing countries, are high. Illiteracy is really one of the most important problem in promoting reading habits.

The illiteracy problem may be solved by conducting literacy campaign activities as follows:

1. To have a coordinating agency to promote literacy of adults and out-of-school youths in rural and urban areas.
2. To invite colleges and universities offering education and courses to join in the literacy campaign by asking students to render service to the target groups.
3. To encourage each local government to have a library in village as well as sub district level.

4. To promote non formal education to serve the neo-literate adults.
5. To ask educated parents in cooperating the promotion of reading habits.
6. To encourage each village to carry out a massive reading campaign for combating illiteracy in the village.

II. SCHOOL CAMPAIGN

The problem faced by schools in Asia and the Pacific (particularly in developing countries) is that the reading habits at schools is very low.

This problem might be overcome by holding a school campaign on promoting reading habits by carrying out activities as follows:

1. To request school librarians to publish booklist for good childrens' books.
2. To invite librarians and teachers to cooperate in planning activities that will promote reading like book clubs, readers' theater, contests, etc.
3. To organize book reading contests at schools.
4. To choose model students who read a lot of books.
5. To conduct reading program at schools.
6. To establish a network of school libraries.
7. To assign weekly reading report to pupils (students)
8. To create more games for promoting reading habits.
9. To tell success stories of the benefit of reading.
10. To assign students to write abstract of books they have read.
11. To conduct module system of teaching.
12. To ask students to study in the library when their teachers are absent.
13. To publish newsletters in every school and to distribute to student to read.
14. To encourage students going to school libraries at vacant time.
15. To encourage teachers to carry out reading lessons lively and interestingly by using text-books and other books.
16. To change the present teaching method to a new method requiring students and teachers to read more.
17. To assign students to make a resume from books they have read.
18. To set time aside for reading other books aside of text-books.
19. To request publishers, socio-civics and

religious organizations to donate books to school libraries.

20. To conduct orientation program of using libraries and art exhibition in school libraries.
21. To invite model students to tell their experience in TV program.
22. To ask government (local government) to assist every primary school to have a library with qualified librarian.
23. To provide good book lists so that librarians can select good books easily.
24. To encourage classroom reading by providing various kinds of books other than text-books.
25. To provide story-telling for students.
26. To conduct book lovers (book clubs) at every school.
27. To use books as prizes for students who have good achievement.
28. To encourage teachers to motivate their students to read books aside from text-books.
29. To assign students to read certain books at home.
30. To carry out reading contests for students at schools.
31. To give awards for students in different age group at local, district, provincial as well as national level who have read a lot of books.
32. To provide reading lesson in the curriculum of schools.
33. To conduct book quiz at schools.
34. To promote childrens' literature through the Parent-Teachers Association.
35. To provide guidance on reading techniques.
36. To exhibit a book fair (exhibition) in relation with national and religious event.
37. To provide school libraries with list of good books from publishers.

III. PUBLIC AND MOBILE LIBRARIES

Numbers of public and mobile libraries in developing countries are relatively low. This problem can be solved by conducting activities as follows:

1. To build more public and mobile libraries.
2. To improve the present situation of the existing public and mobile libraries.
3. To utilize book mobiles to reach people in remote areas to have access to good books.
4. To establish libraries in mosques and churches to act as informal public libraries.

5. To extend library services to disabled people (people in hospitals, jails, etc.)
6. To provide more funds to libraries in order to be able to purchase suitable reading materials.

IV. READING CAMPAIGN

People in developing countries are busy to earn money for their living, therefore no enough time to read. This problem might be solved with reading campaign by conducting activities as follows:

1. To plan an integrated reading program for all levels of people in society.
2. To conduct reading week throughout the country.
3. To promote book exhibitions to help people to see new books.
4. To provide prizes for good book design.
5. To hold contests in writing childrens' books and other books for different age groups.
6. To organize book clubs among people of different age.
7. To conduct good examples of reading habits from leaders, teachers, and parents.
8. To carry out contest for good quality books.
9. To encourage every family to have time for reading everyday.
10. To disseminate posters, brochures, and other promotion tools to promote reading habits.
11. To invite religious groups, socio-civic clubs and other non government agencies to join in the promotion of reading habits.
12. To motivate the public of the awareness of reading.

V. RESEARCH, TRAINING & SEMINAR

Data on book publications, as well as another data for promoting reading habits are usually not available in the developing countries, therefore some activities as following should be done:

1. To conduct seminars for librarians, teachers, and parents on how to promote reading habits.
2. To train teachers, librarians, and others who are involved in the promotion of reading to be able to promote reading effectively.
3. To train people who are in charge to

compose books and other reading materials (writers).

4. To train people who are interested in translation of books from foreign countries.
5. To train illustrators and publishers in preparing childrens' books.
6. To encourage colleges and universities to conduct researches on reading habits for different age groups.
7. To utilize and implement recommendations of researchers who have conducted research on promoting reading habits.
8. To set up special seminars and lectures on the quantity and quality of books needed for publishers, illustrators/writers, and translators.

VI. BUILDING OF BUNKO AND PARENTS' PARTICIPATION

In developing countries, there is lack of libraries to serve community, therefore, the idea of building libraries like bunko will promote reading habits of the people. This can be realized by conducting activities as follows:

1. To encourage parents to organize home libraries for their family.
2. To recommend librarians to talk to parents about the importance of building mini libraries at home.
3. To encourage children to read books at home rather than watching TV and playing computer games by their parents.
4. To encourage mothers to read books for their young children.
5. To provide story-telling in home for their children.
6. To present children on birthday with books.
7. To conduct more activities involving mothers about the importance of reading for children.
8. To provide toys and games which will promote reading habits at home.
9. To provide books and other reading material overwhelmingly at home.

VII. ENCOURAGEMENT OF PUBLICATIONS

The quality and quantity of reading materials in developing countries are low. These problems might be overcome by the encouragement of publication as follows:

1. To encourage publishers to publish a good quality books for children and other age

- groups.
2. To encourage editors to decide papers' quality and size of book as per character of books.
 3. To encourage book publishers to donate books to village reading centers.
 4. To publish high quality and interesting books for all.
 5. To encourage publishers to make good illustration.
 6. To publish books in enough quantity for people.
 7. To encourage publishers not to make high profit on publishing books, so that the price is payable by people.
 8. To encourage publishers to prize model students with books.

VIII. MASS-MEDIA INVOLVEMENT

There is lack of involvement of mass-media in promoting reading habits in developing countries, therefore some consideration should be worked out, such as:

1. To encourage mass-media (TV, radio, newspapers, magazines, etc.) to promote reading like holding reading contests, programs and interviews with authors, etc.
2. To advertize books (book review) on mass-media.
3. To discuss to write articles on reading promotion on various mass-media.
4. To publish more news on books, libraries, reading habits, on newspapers and magazines.
5. To carry out panel discussion on TV and radio about book-talk, book reviews, story-telling, story reading, etc.

IX. BOOK DISTRIBUTION

Poor book distribution is the major constraint in developing countries. This problem might be solved by doing such activities as follows:

1. To ease book distribution throughout the country.
2. To improve the distribution system (network) of books to remote areas.
3. To improve mailing order system of books so that persons who live in remote areas may get books by mail.

X. GOVERNMENT SUPPORT

One of the most important problem in

developing countries is lack of government support in publication of good books. This problem can be overcome by the following activities:

1. To subsidize raw material (papers, ink, etc.) for publishing books by the government.
2. To encourage a close cooperation between publishers and writers/translators/educators.
3. To encourage writing, translating and publishing good quality book by the government.
4. To develop and provide books for minority dialects and languages in multi-lingual countries.
5. To control the quality of all publication from the government.
6. To encourage publishers to publish cheaper books for people in order that purchasing power increases.
7. To purchase a certain amount of books by the government to distribute to libraries.

CONCLUSION

There are many ways to promote reading habits in Asia and the Pacific, particularly in developing countries. However, how to implement those ways, there needs an integrated program which should be supported by parents, teachers, librarians, trainers, publishers, lecturers, researchers, mass-media, non-government agencies, leaders, as well as the government. No matter what the heavy burden we have, if we pull together, it will work. Therefore, cooperation and coordination in promoting reading habits are a must. Let's work together more closely to make our society much better.

ACTUAL PLANS IN PROMOTING READING HABITS THROUGH SCHOOL CAMPAIGNS

Introduction

Promotion of reading habit is a great task. Hence, it requires the cooperation of all institutions - the home, the school, the government, libraries and our government or outside agencies to promote it. It is a fact, that the school has a great role in this big undertaking. The school is the source of knowledge, a partner in the country's progress. Realizing this big responsibility to nation building, Group C chose the school as the center in promoting reading habits

Actual Plans in Promoting Reading Habits through School Campaigns

1. Government's laws and policies concerning school curricular offering, budgeting and personnel management should stress the importance of reading promotion.

- 1.1 A longer time for the teaching of Reading in schools
- 1.2 Encourage schools to adopt a balanced reading program where free reading activity is done once a week.
- 1.3 Provide a bigger budget in education so that additional classrooms and school libraries can be organized.
- 1.4 Allocate more funds in the school budget for the purchase of good books in the library.
- 1.5 Increase the salary of schoolheads, teachers and librarians to motivate them to work enthusiastically and creatively.
- 1.6 Establish a network of school libraries in the national level.
- 1.7 Conduct seminars and training on the promotion of reading habits.
- 1.8 Encourage schoolheads, teachers and librarians to attend seminars and further training to update their job competencies related to reading promotion.
- 1.9 Give incentives to those who will conduct researches on reading promotion.
- 1.10 Publish researches conducted on reading promotion and implement the findings and recommendations of these studies.
- 1.11 Encourage schoolheads and other school personnel to lead by example in supporting reading promotion activities.

2. Teachers should coordinate closely with school administrators, other teachers, librarians, parents and other outside agencies in providing creative and interesting activities to promote reading habits inside and outside the classroom.

- 2.1 Plan a good reading program in class which will give time to pupils to read good books in the library.
- 2.2 Utilize contests, games, puppet shows, poster-making, book talks, storytelling and other activities

that will encourage students to read good books.

- 2.3 Encourage them to write their impression reports and book reviews of the books they have read.
- 2.4 Set-up a reading corner inside the classroom.
- 2.5 Encourage the homeroom class organization to take care of the book display in the reading corner.
- 2.6 Encourage parents to get involved in book showers/book donations, book lending or book exchange among pupils and parents in class.
- 2.7 Help the school librarian and other teachers plan the school reading promotion activities for the whole year.
- 2.8 Guide students in choosing good books to be read aside from the textbooks they use in class.
- 2.9 Encourage pupils to participate in reading contests conducted in the local and national level.
- 2.10 Ask parents to follow-up their children's reading habits at home by buying/borrowing books for them.

3. Libraries can improve their services to help teachers promote reading habits

- 3.1 determine suitable opening hours for the students to borrow books in the library.
- 3.2 Provide teachers a list of good books that are available in the school library.
- 3.3 Publish in the school newsletter, library activities that are related to reading promotion.
- 3.4 Organize book clubs, reading circles and other student organizations that will help promote reading habits
- 3.5 Coordinate with the national and other public libraries to help student borrow other books.
- 3.6 Ask book donations from outside agencies like PTA, publishing houses, socio/civic clubs and religious organizations.
- 3.7 Help parents organize home libraries by lending books at a certain period of time.
- 3.8 Conduct storytelling sessions through the book club to attract more children to read books in the library.

- 3.9 Coordinate with teachers and school heads in conducting researches toward reading promotion.
4. Parents can help teachers and librarian develop good reading habits to their children and others' children.
 - 4.1 Set good examples by reading good books themselves.
 - 4.2 Buy good books to their children and read these to them.
 - 4.3 Lend books for the class' reading corner.
 - 4.4 Donate books in the library.
 - 4.5 Organize home libraries with the help of other parents.
 - 4.6 Follow-up their children's assignments in writing book reviews, book reports, etc.
 - 4.7 Donate books as prizes during school activities like programs contests, etc.
 - 4.8 Remind their own children to borrow books from the library and return them punctually.
5. Other related agencies like the publishing houses, professional organizations, religious and socio-civic agencies can help support the school in the reading promotion.
 - 5.1 Publishers can provide school libraries a book list of their newly published children's books.
 - 5.2 They can put-up book exhibits, book contests, book talks and storytelling session in school libraries.
 - 5.3 Good and creative writers can be encouraged to write good books for children.
 - 5.4 Publishers can be encouraged to publish and sell good quality children's books (content, presentation, illustration, binding) at a reasonable price.
 - 5.5 Professional organizations of teachers and librarians can conduct seminars and training for school personnel, publishers, parents and other non-government agencies to make them aware of their role in reading promotion.
 - 5.6 Parent Teacher Associations (PTA) can adopt projects like Parent-Child Book Hour, Share-a-Book Project or any related movements that will encourage people to read books.
- 5.7 Literacy teachers and any outside organizations conducting literacy classes to out-of-school youths and adults can coordinate with the school in exchanging good books and other reading materials.
- 5.8 Religious organizations/institutions should encourage their followers to set good examples in promoting reading habits.
6. Multi-media like TV, radio, newspapers and magazines can help advertize programs, projects, contests and other activities done by the school and other outside agencies supporting the school in the promotion of reading.
 - 6.1 Provide radio or TV programs that will feature teachers, publishers, parents, and any persons or organizations that have done outstanding work in reading promotion.
 - 6.2 Hold contests and games that will encourage people to read good books
 - 6.3 Conduct contests in poster-making, slogan-writing, story-writing, storytelling and other reading-related activities in radio and TV programs.
 - 6.4 Provide radio or TV programs that hold storytelling, readers theater, puppet shows, creative dramatics of folktales and other stories from good books.
 - 6.5 Invite popular people in the government, movies and other profession to lead on advertisements related to reading promotion.
 - 6.6 Publish book reviews of good books for all age levels in newspapers, magazines, TV and radio programs.

CONCLUSION

The specific activities of each group and agency that supports school campaigns in promoting reading habits can be successful only if there is unity - a close coordination of each one. This maybe a difficult, tedious and a long process but with joint effort and common goal-success will not be that far.

PART III: STATUS-QUO OF PROMOTION OF READING HABITS
IN ASIAN/PACIFIC COUNTRIES
—— reports of the participants



Photograph by U Nyaung U Pho Cho (Myanmar)

PRESENT SITUATION AND PROBLEMS OF CHILDREN'S READING AND READING PROMOTION ACTIVITIES IN BANGLADESH

by Md. Yousuf Ali
Bangladesh Shishu
Academy

Present situation

After the establishment of Bangladesh, as a sovereign state there was a new awakening among the educated middle class. Many English and Bengali newspapers, magazines, journals etc. were published. The role of these papers is praiseworthy. These papers introduced special feature pages for children to popularise reading habits among children. Exclusive little magazines in Bengali devoted to children were published. Among them the names of Dhan Saliker Desh, Kishore Bangla and Full Kurir Asar may be mentioned.

Children's Journals:

I am most happy to mention here that the year 1976 is very important in the history of the publication of little journal. A new little magazine called 'Shishu' (children) was published by the Bangladesh Shishu Academy (Children Academy). This is a very popular journal throughout the country. It is a monthly publication which contains stories, poems, novels, features, science fictions, inventions, quiz etc. with illustrations by famous artists.

'Nabarun' is another popular monthly children journal. This is published by the Department of Film & Publication, Government of the People's Republic of Bangladesh.

Another little journal 'Sabuj Pata' (Green Page) is published by the Islamic Foundation of Bangladesh.

'Kishore Gagat' (Children World) another monthly little journal is published by a private organization. But all these little journals cannot cater to the needs of children enough.

Roles of the National Radio & Television:

Both Radio and Television have special programmes for the children. These

programmes include: recitation, story-telling, drama, cartoon, poetry-reading, etc. Special programmes on subjects like science, English, Mathematics, etc. are broadcast and telecast both by TV and Radio for children. Discussion programmes on the publication of new children books are there to create interest among children to develop reading habits.

Role of Writers and Publishing Houses of Children's Books:

Every year many new books come out. These are well designed and attractive. They cover science, fiction, stories, rhymes, drama, biography and other subjects. Most of the books are published by the private publishing houses. Bangladesh Shishu Academy is the government organization which has well-designed publication programme exclusively for children. This Academy is trying to provide attractive children's publications at subsidized rates. Thus these books are becoming more popular day by day and contributing to the spread of the reading habits.

Another government publishing house is Bangla Academy, which publishes a number of children books and a quarterly juvenile magazine.

Another pioneering private publishing house is Muktadhara, which publishes well-designed and attractively illustrated books on a variety of subjects. While attempting to increase the standard of book production by wide publicity and advertisement through cinema, radio, television, newspaper, posters, catalogue and leaflet, to attract readers in the nook and corner of the country.

Private publishers such as, Baighar and Ahmed Publishing House also publish children books every year.

Bangladesh Shishu Academy was set up with the promulgation of the Bangladesh Shishu Academy Ordinance in 1976. It has programmes to promote reading habits among the children by providing library facilities and publication of children books and journals.

Central Library of Bangladesh Shishu Academy is housed in its headquarters in Dhaka. This library has accommodation for one lac books and sitting arrangement for two hundred readers. There are 15,000 vol. of books including journals and magazines in the library. Books are on children literature and allied subjects. These include: junior

encyclopedias, science, biographies, geographies, histories, etc.

About 150 children, on the average, attend the library daily. In the aforesaid figure both boys and girls of different schools of the Dhaka city are included.

The librarian makes arrangement of various programmes for children towards development of reading habits for them. These includes weekly educational programmes and study tours. More than 745 children attend a weekly programme.

Bangladesh has 64 districts now. The Bangladesh Shishu Academy has 20 branch libraries in old district headquarters. Our present Government has a plan to expand branch libraries in the new districts gradually.

There is a librarian in each of these libraries. The branch librarian arranges library based programmes for children readers similar to those of the central librarian. The district level library collects books from the central library. The Librarian of the central library is responsible for training of the branch librarians to promote reading habits for children & library development.

The National Book Centre (NBC) has helped the Book Lovers Club (Grantha Shurid Samity). The NBC can chalk out similar support programmes for voluntary Book Lovers Club by setting up separate section for children. Bishwa Shahitaya Kendra (World Literature Centre) has a book reading programme for the young children throughout the country.

Libraries through extensive purchases provide a wide and stable book market. Libraries constitute the backbone of the book industry and such library development in this country. For the national interest and for their own interest to help promote reading habits for children the publishers and booksellers must support and campaign for an effective network of libraries.

In this backdrop it can be safely concluded that the library movement started by us, will gather momentum in the years to come. By the year two thousand, we hope, we shall be able to reach to an enviable position in this South Asian region.

Problems on Reading Promotion

- 1) Children books and journals are inadequate.

- 2) Children libraries are rarely found in our country.
- 3) Country's literacy rate is 30 percent. So most of the children cannot avail the opportunity offered to them.
- 4) Due to poverty most of the children cannot afford to buy books.
- 5) The teachers of the Government Primary & High Schools are not trained in librarianship.

Recommendations

- 1) The books and journals for the children should be increased at the initiative of the Government and private organizations.
- 2) The number of children library should be increased.
- 3) Every primary and secondary level schools should have a library.
- 4) The frequent exhibition of the new books should be arranged.
- 5) Every public library should have children corner.
- 6) "Children Reader Week" should be observed.
- 7) "Best Children Reader" should be honoured by the Government.
- 8) Seminar, symposia, training programmes should be arranged on children reading habits.
- 9) A committee of library experts should be constituted to recommend ways and means to develop reading habits among our children.
- 10) Private sector organizations and philanthroists should come forward to establish children as well as public libraries.

Reading habits must be developed as a pleasure not as drudgery for passing exams. It must develop as a voluntary, activity in homes, schools and children libraries where facilities for reading must be provided to children at a young age. Here the publishers and booksellers can help promote reading habits by selling books to school libraries at a special discount.

MY PLAN OF ACTIONS FOR PROMOTING READING HABITS IN MY COUNTRY

Bangladesh is a over populated and developing country. Before preparing my plan of actions for promoting reading habits, I should remember the population problems of

our country. The government and the people of the every corner should come forward to solve the problem.

Our second problem is illiteracy. Most of the people of our country are illiterate. If we want to promote reading habit, first of all, we have to educate the mass people. The government should make a effective plan to solve the illiteracy problems. The private agency and the voluntary associations also should come forward to face the problems. They should develop literacy campaign throughout the country by distributing posters, leaflets, literacy materials such as AJP materials of ACCU etc. The primary and secondary education should be free and compulsory for all by the government. The government also should increase the funds of libraries and extend their services to the rural areas by providing mobile and home libraries. The government should declare the best reward for reading related organization in every year.

National library of our country should coordinate networks for all libraries. For this reason this library should be strengthened. Public library is the largest organization of any country. This library can chalk-out so many programmes to promote reading habit among the people. Every public library should have a children corner. More public, children and mobile library should be established in our country by the initiative of public and private sector. Many Bunkos or home libraries are to be organized by the initiative of public libraries. The library services should be users oriented. The library legislation of our country should be developed. The status of reading related personnels should be honoured by the government.

Comprehensive reading promotion campaign should be developed by observing Book Week and specially Book Week for children in every year. Frequent book fairs both for adult and children are to be held throughout the country. More book clubs are to be established in the country. The book reading council should be formed by the one or two member of library, publisher, writer, teacher, book-seller and parent association to adopt effective programmes to promote reading habit and book development all over the country. National book reading competition and other awards competition related to reading should be organized by this council.

Every schools and teachers can play an important role to promote reading habit among the school children. In this regards

every school should have a library. The librarian or the teacher-librarian can introduce some programmes such as book talk, reading aloud, story telling, study group, quiz competition, etc. for the student. There should be a library committee to promote reading habit among the student and the library development.

Publishers can play most important role to promote reading habit by publishing high quality low price books for children and adults. They can publish more illustrated and picture books for children. Occasionally publishers and book-sellers can sell their books by special discount. They can also publish book review journals for high quality books. Appropriate training course, workshop, symposium should be conducted for reading related personnels.

Comprehensive publicity should be introduced by mass media regarding the matter. TV media can introduce separate channel for the children.

Association of parents, librarians, publishers, authors, teachers, book-sellers, printers, etc. should be formed to promote reading habit and book development.

I have a plan to organize programme for our branch librarians and reading related personnels to introduce 'kamishibai' or picture show programmes for the elementary students which I acquired through the training programme.

Bhutan

MY PLAN OF ACTION FOR PROMOTING READING HABITS IN BHUTAN

**by Tshering Wangmo
Teachers' Training
College**

Once I reach my country I have to visit the Director of Education to report on the activities conducted in ACCU on book promotion and reading habits. I will then give him a detailed description of all the programmes that I have observed during my stay in Japan. Based on my observations of the activities on book promotion and reading habits during the Training Course, I will make certain suggestions to the Director of Education for the development of reading habits in my country.

1) The Director should meet with the staff

of the "Curriculum Division" to include reading habits as a part of the school curriculum so that the importance of reading is realized by the children.

- 2) During his visits to different schools, the Director should stress mainly on the development of reading habits in his speech.
- 3) The Director should approach the other foreign offices like UNDP, UNICEF, etc. in our country to help us with enough funds to buy books for schools.
- 4) If possible to send a permanent librarian to each school.
- 5) These librarians should be well trained so that they know how to conduct a lot of literacy activities like Kamishibai, story telling with pictures, etc.
- 6) The Department of Education should conduct seminars and workshops on development of reading habits, for the school teachers.
- 7) The Director should sit with the text book division to discuss on the publishing of suitable books for small children.
- 8) The main idea is to change the attitude of the teachers and students of Bhutan from reading to pass exams to reading for pleasures.

Through the meeting with teachers in my school, I will explain the activities conducted in Japan for promotion of reading habits in children. As soon as I receive the books and the other materials, I will demonstrate the various activities to my colleagues.

As in the present we don't have a permanent librarian in our schools, I will suggest different activities that can be conducted by the class teacher during the library periods. I will show them some practical examples.

Each class should at least have 1 period of library per day. I will make the teacher trainees to do a survey on the reading habits of some children or teacher. During their art and craft period I will instruct them how to make materials for reading or telling stories with cards, charts, etc.

I will request the District Educational Officer to call a meeting of the village heads to tell them the importance of literacy activities for their children; and to encourage them to buy good books for their children to read. She could even encourage some of the educated parents to open Bunkos in their houses. She should at least urge one person to open a book shop and a library in my town.

These are some of the immediate activities that I will conduct once I reach my country, I feel it is very necessary to promote reading habits in every country.

China

MAIN PRACTICES AND PROBLEMS IN PROMOTING READING HABITS OF CHINESE YOUNGSTERS

**by Gao Xianjun
People's Literature
Publishing House**

China is a country with an age-old tradition of reading habits. Chinese youth always show zeal for books. In ancient times they did so to make an official. But now they read books for knowledge, appreciations of beauty and also for pleasure.

It is the duty of the whole society, especially the publishing circles, to promote the reading habits of youngsters, for the production of books is the basis of all reading activities. Therefore publishing good books for youngsters naturally becomes the major and common measure for the publishing houses in promoting reading habits.

Since China has been carrying out the open policy and the reform, our publishing cause has developed rapidly for the past ten years. The number of publishing houses has increased from less than 200 in 1979 to more than 500 in 1988. The books published has increased from 18,000 titles to 65,000 titles, and 6.225 billion books were sold in the last year. The production of children's books has developed even more rapidly. In 1978, there were only a few publishing houses which especially publish children's books. Now they have increased to 28. Last year the children's books published by these houses were more than 3300 titles with 251 million copies, nearly ten times as those in 1978. These figures didn't include those published by 128 children's newspapers and magazines and 140 other publishing houses. Some excellent children's books, for instance, *One Hundred Thousand Whys*, has been sold more than ten million sets since it came out in the 1960s. Others such as *Tales Told at 365 Nights*, *Encyclopaedia for Youngster*, *A Series of Little Libraries*, *Picture-story Books of the World's Famous Children's Literature*,

are all best sellers. The last one has recently won the prize of State Prize for Excellent Books.

The People's Literature Publishing House, where I work, is one of the largest state publishing houses in China. Since its founding in 1951, the publishing house has published nearly 8 thousand titles with more than 6 hundred million copies of all kinds of literary works. Most of them are novels, poetry, prose, children's stories and literary biographies, and the readers are mainly youngsters. It can be said, in this sense, that the People's Literature Publishing House functions principally for young readers. In the whole process of book production, we always pay great attention to their needs, and try our best to promote their reading habits by providing them with worthy, useful and interesting reading materials, help them to know life and society, and what we have provided them has a good influence in their mental and moral development. In nearly forty years we have published a large quantity of literary works suitable for young people. Some excellent ones written by modern Chinese writers such as *The Song of Youth*, *Tracks in the Snowy Forest*, *Defend Yan'an!*, etc., have been printed for many times and each edition with more than one million copies in total. The famous Chinese classics collated and published by us, *Dream of the Red Chamber*, *All Men Are Brothers*, *Pilgrimage to the West*, *Romance of the Three Kingdoms*, are always the favourites of young readers. They are reprinted nearly every year. The total impression of each novel has reached several million copies. It's no boast to say, that every literate Chinese youth has read these books. Efforts are also made in translating foreign literature. We have many competent editors, some of them are excellent translators. So the quality of translations is guaranteed. The variety and quantity are also huge. In these respects few of the publishing houses in China can compare with us. In our library of foreign literature, the juvenile literature has a prominent place. Most of the foreign juvenile classics have been translated and published by us. Beside the collected works, we have published many well-selected works for the juvenile readers, such as *The Arabian Nights*, *Hundred Tales by Grimms*, *Selected Tales and Stories by Andersen*, and so on. They are always welcomed by juvenile readers and printed many times.

With the deep going of reform and

opening to the outside world, the people's living standard has been improved rapidly in recent years. The juvenile readers have manifold needs for books. Not only the content must be good and interesting, but the binding and layout should also be exquisite, and printing superior, and some books, pocketable. To meet the new needs of juvenile readers, we elaborately compiled and edited a set of *Selected Foreign Lyrics*. It consists of twelve anthologies in total, containing the works of the most famous thirty-two foreign poets. The lyrics are all masterpieces and in various styles. In designing and binding, we used 64 mo, with a plastic coating, on which printed famous foreign paintings. They look elegant and striking. They were warmly received by the young people as soon as they came out. More than 150,000 sets have been sold for two years. It should be regarded as a success especially under the present circumstances in China when ordinary poetry anthology can only be sold one or two thousand copies. The reason lies in that they satisfy the young people's multiple needs for knowledge, for beautiful and practical things. Besides, we have also published *A Series of Masterpieces for juvenile readers*. Each set consists of ten books, the sixty set is now in print. The works contained are mainly stories and fairytales, all masterpieces at all times and from all countries. When first published the prices of these books were low in order that the juvenile could afford them. But contrary to our expectations, they were not well received by readers. The main reason was lacking of characteristics in designing and binding, and the book was too big to carry about. After making some improvements, now the sales have begun to go up.

We also pay attention to the needs of young children. Many stories and tales by Andersen or Grimms are suitable to them, but the prevalent translations are rather difficult for them, and not in pure oral Chinese. In order to solve this problem, to adapt those stories so that the preschool children can easily understand. This work is now underway.

According to our experience, it is necessary to know juvenile readers' interests and their demands for books before making a publishing plan. We often send editors to schools to hold talks with young students and pupils. We also organize editors to sell books in book fair to make direct contact with the young readers. We owe some of

those successful cases in our publications to the above said efforts.

In recent years, as a result of the development of book production, there is an upsurge of reading activities among the Chinese youngsters. The government adopts many methods to promote their reading habits, such as a special subsidy to help some publishing houses to select and recommend good books for children, and a fund of one million yuan (Renminbi) to provide awards for good children's books. Competitions about literature, history, current affairs and so on are frequently held by state and provincial TV stations. Many organizations are also active in promoting reading habits. Under their sponsorship a lot of reading clubs have sprung up. In these activities the publishing houses are always the active participants, and our publishing house is one of them.

We often conduct various activities to promote reading habits through the periodicals published by us. Among those, a weekly *Stories and Tales* is often used for this purpose. Five years ago, under the suggestion of former editor-in-chief and famous woman writer Wei Junyi it came out. Its first and foremost purpose is to spread literary knowledge and promote young people's reading habits. Thus the basic editorial method has been decided: selecting representative works of short story writers or adapting famous novels suitable for young people into vivid short stories. If these stories could arouse the readers' interests, they might probably want to read the original books. At the same time, we provide them with a lot of news and reviews of newly-published books, in helping them to make choice of books. This weekly is welcomed by young people all over the country. It has an impression of several hundred thousand copies each number. Based on this weekly we organize many lectures on various literary topics, salons for writers and readers, prize competitions about literary knowledge, etc. We find that prize competition is the most direct and most effective way in promoting young people's reading habits. At first we adopted the prevalent form: set the scope of competition, held salon and answered the questions on the spot. After many preliminary competitions, the winners took part in the finals, then televised the final scene. This method created a sensation. But it was limited in number of participants, and only Beijing readers had the chance to take part in.

Afterwards we made an improvement. We published the questions on *Stories and Tales*, and asked the participants to mail the answers back within a definite time. Then the papers were marked, and the prize winners were selected. The awards were also books, such as *The collected Works of Shakespeare*, *The Complete Works of Lu Xun*, and so on. This time the number of participants increased to nearly ten thousand, most of them were young people, from all parts of China. The questions we asked were two hundred, and each contained several minor questions, all of them amounted to about one thousand, covering nearly all the famous writers and their works, ancient and modern, Chinese and foreign. In order to correctly answer these questions, we suppose, the participants must read more than two hundred books. This activity proved to be successful because it satisfied the young people's craving for knowledge, honour and contest. In this way the participants have a systematic reading, and the books they read are much more than they do leisurely and aimlessly at ordinary times.

Recently we organize another activity of promoting reading habits: training course on improving writing skills. The participants are all young amateur writers. We provide them with a booklist and some books for intensive reading. Hoping this will help them to improve their writing skills, they read those books carefully and thoroughly. Though in quantity it can not be compared with that of competition, the quality of reading is superior. We intend to continue these activities.

The major problems we face in promoting reading habits are as follows:

1. We are lack of creations for children. In the past we had many active and competent writers who devoted to children's literature and created a lot of masterpieces which are still the favorites of Chinese children. But now those writers are either too old or died, and there is lack of successors to carry on their cause.
2. In recent years, China's publishing cause has made a rapid progress. But it became out of control owing to overdevelopment. Some publishers and individual booksellers diverted their social responsibility, and making use of youth's curiosity, published some pornographic and violent books to make money. Thus some young people's interest in

reading was diverted. They were injured physically and affected mentally. The impression of classics and other serious, worthy books dropped sharply. Some of them only printed several hundred copies. In a sharp contrast to this, the pornographic and violent books with coarse binding, bad printing and a great many of misprints, usually had an enormous sale. Some of the juvenile culprits confessed that their crimes were out of imitation after reading or seeing pornographic and violent publications. This problem had aroused the attention of the government and the society, and some measures have been taken to clear away those harmful publications. As a result of these measures, the impression of classics and other worthy, useful books begin to go up. This will help us to publish more good books for the young people.

3. The public libraries have not enough money to buy new books. China now has 2485 public libraries above country level with 280 million books. It is a great development in comparison with 55 public libraries in the early fifties. These libraries play an important role in promoting reading habits. In recent years the prices of books and other publications have been going up continuously, but the funds given to public libraries haven't increased correspondingly. The libraries have to reduce the number of new books at a rate of more than one million copies every year. A lot of new books can not be seen on libraries' shelves. This is unfavourable for the promotion of young people's reading habits.

4. The printing technology needs to be improved. Now many publishing houses use computers and laser in typesetting and platemaking, but it is still in experimental stage. Most books are still stereotyped with a long printing period. This can not meet the needs of the readers.

PLAN OF ACTIONS FOR PROMOTING READING HABITS IN CHINA

Since China began its reform and opening to the outside world, our publishing cause has developed rapidly for the past ten years. As a result there is an upsurge of reading activities among the Chinese youngsters. But there still are some obstacles to overcome and some new problems to solve. Our future action plans for promoting reading habits are mainly based on the solutions of these

problems.

Since the production of books is the basis of all reading activities, as editors of the publishing houses, we shall try our best to select and publish good books for the young people. According to our experience, it is necessary to know young readers' interests and their demands for books before making a publishing plan. So we shall insist on going to schools to hold talks with pupils and young students or selling books in book fairs or doing other things to keep contact with young readers. We have already commissioned some writers who are experts in children's language to adapt some famous children's books so that the preschool children can easily understand. This is an important work in promotion of reading. We shall persist in this respect and make it a major task in our future work.

We have found that prize competition about knowledge is direct and very effective means in promotion of reading. In this way the participants will have a systematic reading and can read more books than they do leisurely and aimlessly at ordinary times. And the training course on improving writing skills is also a good method for promoting reading. We shall continue these activities and intend to expand the scope and increase the prizes so as to attract more participants.

A special subsidy is given by the government every year to help some publishing houses to select and distribute good books to school children. And a fund of one million RMB yuan is also given by the government to provide awards for excellent children's books. But they have not yet won much successes in promoting the creation of children's literature. In China there is a tendency among writers to look on children's literature as a low level creation. The talented writers don't satisfy themselves with writing for children. I would like to suggest my government to upgrade its award for children's books, making it the highest national award for books, at the same time raising a strong public opinion through the mass media to highly estimate the importance of children's literature so as to attract more talented writers and illustrators to create for children. And the editors and publishers should also be awarded if they produce good books.

Our educational system is highly competitive and examination-orientated. The teachers and parents do not encourage their children to read anything other than text-

books. Our children are busy with their lessons and homeworks, having not time to develop a general reading habits. I shall try to make contact with the Educational Committee of the National People's Congress to explain the situation unfavourable to the promotion of reading and to urge them to adopt some measures to improve our educational system. So our children could have an all-round development both in knowledge and personality.

In recent years the prices of books and other publications have been going up continuously, but the funds given to public libraries have not increased correspondingly. The libraries have to reduce the number of new books at a rate of more than one million copies every year. The school libraries' situation is even worse than the public libraries. Beside lack of funds, they still have another problem: the low qualification of librarians. Most of them haven't got any professional training, not knowing how to manage a library and how to help pupils in making choice of books. So two measures are urgently needed to improve the unfavourable situation. One is to increase the funds for new books to public and school libraries to make more books available to young readers. The other is to organize training courses for school librarians to raise their professional ability. These are what I intend to suggest to my government.

During this training course in Japan, Bunko has given me a deep impression. It is the symbol of love and responsibility of the Japanese people for their children. I shall write articles to introduce Bunko to Chinese parents and try to put it into practice. Of course, it will not be the exact form of Bunko, because in China especially in urban districts, every young mother has work. The family libraries could be run by retired teachers or other people who have time and are willing to promote reading habits of children. By this means our children will have more chances to read.

India

PROMOTION OF READING HABITS IN INDIA: PROGRAMMES AND PROSPECTS

by G. Sivaswamy
Directorate of Adult
Education

LITERACY VS PROMOTION OF READING HABITS

If we subscribe to the Declaration of Persepolis (1976) that Literacy is a fundamental human right that contributes to human liberation and full development, then promotion of reading habits follow and assumes significance and importance.

The Expert Team on Evaluation of Experimental Literacy Projects (UNESCO/ UNDP - 1976) said: "For Literacy to be effective and lasting, it must be sustained by an infrastructure that not only provides literates with abundant reading matter but also maintains their taste for reading and broadens their horizon".

Therefore promotion of reading habits among people and production of good books are essential for the growth of a society and its people. It would also help to:

- reinforce literacy acquired by neo-literates and others by providing reading materials;
- encourage creation of an environment that enables individuals to act effectively as literates in daily life and to react critically to their understanding of reality.

MAGNITUDE OF THE PROBLEM

Since literacy, and especially living literacy, has much to do with reading materials, promotion of reading habits/books cannot be thought of in isolation from the prevailing literacy situation in a country.

(a) Vast numbers to be covered

The total population of India according to 1981 census was 685 million. It has since increased to 803 million in 1988 and is expected to go up to 965 million by 2000 AD.

The percentage of literacy including 0-4 age group as per 1981 census was 36.27 - 46.89 for men and 24.82 for women.

During the last eighty years both population and literacy have been increasing. In 1901 literacy was only 5.35 per cent and by 1971 it came to 29.45 per cent and registered as 7 per cent increase during the decade 1971-1981.

But one of the paradoxes in the Indian literacy situation is that while percentage of literacy has been increasing every decade the total number of illiterates has also been increasing.

	Literates	Illiterates
1971	156.4 million	372.1 million
1981	237.9 million	419.9 million

(b) Multi-religious Society

Hindus, Muslims, Christians, Sikhs, Buddhists, Jains and Parsis constitute the Indian Society with Hindus forming the majority community.

(c) Multi-lingual Society

India is a land of myriad dialects. There are 15 officially recognised languages. As many as 1652 dialects/languages are mother tongues of different sections of population.

POLITICAL WILL AND EMERGING SITUATION

The National Policy of Education 1986 talks about education as that which liberates - from ignorance and oppression. It also advocates the need for continuous upgradation of skills so as to produce manpower resources of the kind and number required by society.

The National Policy has resolved that: "A vast programme of adult and continuing education will be implemented through various ways and channels, including:

- (a) establishment of centres in rural areas for continuing educations;
- (b) wide promotion of books, libraries and reading rooms.

The programme of action unequivocally states 'continuing education' as an indispensable aspect of the strategy of human resource development and the goal of creation of a learning society.

The establishment of Jana Shikshan Nilayams as centres in rural areas for providing facilities for continuing education; wider promotion of books; libraries and reading rooms; programmes of distance learning; assistance to self-learning etc. have all started taking shape. In all these it is implied that the reading habits of learners and general public as such would be promoted in a big way because without reading and writing, discussing and talking, we are not going to achieve the goals and lay foundations for a learning society.

IMPORTANT PROGRAMMES FOR PROMOTION OF READING HABITS/BOOKS:

(a) The National Book Trust

Set up in 1957, the Trust is an autonomous organization with the objectives of producing and encouraging production of good reading material at moderate prices and fostering book-mindedness among the people. The Trust has been producing books in Indian

Languages as well as in English, in well-defined series. The Trust organizes book fairs at national and regional levels and holds seminars and symposia on various aspects of book-writing. It participates in Book Exhibitions held abroad.

The Trust has been exploring possibilities of producing enjoyable and instructive books in all Indian languages on an unprecedented scale in order to sustain the acceleration of the processes of formal, non-formal and continuing education for all age-groups envisaged in the New Education Policy.

Books for Rural Readers

In recent years, the NBT has been preparing itself to launch an ambitious programme to reach millions of rural readers with limited reading abilities. Besides conducting surveys for sharpening the understanding of their needs, workshops have been organized in rural areas, with the participation of local people, to produce relevant books for neo-literates in the idiom familiar to them.

(b) Establishment of a network of Jana Shikshan Nilayams

Literacy received special attention during last ten years in India. But low levels of literacy prevail among persons made literate in these programmes because of scarcity of opportunities for continuing education and access to information.

Continuing education includes post-literacy for neo-literates and school drop-outs for retention of literacy skills, continuation of learning beyond elementary literacy, and application of this learning for improving their living conditions.

Establishment of Jana Shikshan Nilayams (JSNs) is to be undertaken for clusters of villages, the total population of which may be about 5000. JSNs would be integrated with programme of adult education and non-formal education and will be housed in the school buildings, Panchayat Ghars etc. JSNs would provide facilities of library, reading room, discussion group, cultural activities and may also include community TV etc.

To meet the JSNs needs for good books, vast amount of carefully prepared reading material would be required. Several organizations including the National Book Trust are working in this direction.

So far 14,000 JSNs have been established in India and has helped in retention and improvement of literacy skills among the people. There has been a growing demand

for more and more reading materials including newspapers and magazines from the JSNs. All this goes to indicate the promotion of reading habits in these areas.

PLAN OF ACTIONS FOR PROMOTING READING HABITS IN INDIA

The action plan envisages broadly:

- Motivational measures
- Action for improving quality
- Promotional aspects
- Guidance and support system, and
- Reduction in cost

In order to create awareness among people motivation of different influential sections of the community is essential. In case of promotion of reading habits and books following groups can help the cause immensely:

- Parents and especially mothers
- Teachers
- Religious leaders/institutions
- Newspapers etc.

Unless and until the parents and teachers are fully convinced of the needs of reading they may not actively participate in promoting reading among the children.

So is the case with religious leaders and the printed media. They can influence the reading habits of neo-literates by providing suitable opportunities and catering to their special needs. For example, newspapers in rural areas can run special columns for neo-literates. This has been tried and found very useful.

How to improve the quality of materials to make them attractive, readable, rich in contents, relevant and useful from the point of view of the clientele is a very important aspect of promoting reading.

This will involve several steps simultaneously including:

- Survey of reading materials
- Research into reading habits
- Participatory methods for preparation of materials
- Special materials to meet felt needs
- Workshops, seminars, symposia with writers, editors etc.
- New materials to be developed like picture plays for children
- Organization of a series of competitions

for different types of books for children, neo-literates

- Institution of awards for innovative materials/neo-literate materials
- Use of 'Talking Books' for visually handicapped
- Special books for tribal communities

It is in fact a continuous process and involvement of all sections of book-makers is required. It is therefore better to set-up a Nodal Agency for undertaking and coordinating all these different activities at the national level.

Another important aspect of book promotion is the need for wider dissemination of information. The promotional measures would mainly depend on:

- Libraries
- Mass media utilization
- Awards and competitions
- Organization of book fairs, study circles and the like

Libraries can do a lot. Setting-up of home libraries with donated and used books, rural libraries, reading room facilities etc. are envisaged. Citizens councils and voluntary participation of people can help make reading a peoples movement.

Every activity needs guidance and support from Government/Nodal Agency. It can be by way of guidelines or standards for different activities, translation norms etc.

Training becomes more vital in the context of improving materials. All those engaged in book production, from writers and illustrators down to the editor and printer need to be oriented towards Better Books at lesser cost. Because a Good Book at a higher cost cannot achieve much. But a Good Book within the reach of the masses can promote reading. Cost can be reduced by mass production and up-gradation of printing technology.

Last but not the least is the need for a decentralized distribution network which is emphasized in this plan. This is only a broad framework within which one can visualize the areas that need further strengthening for concerted action. In several cases the basic structure has already been established like the National Book Trust as Nodal Agency etc.

What will be required is to accelerate the pace of progress towards achievement of the goal of a reading and learning society.

Indonesia

INTEGRATED PROGRAMME ON READING ANIMATION IN INDONESIA IN 1989

by **Mudjito**
**Centre for Library
Development**

I. RATIONALE

In modern world, information plays a very important role in the life and living of the human being. It has become a necessary condition to achieve any endeavour in political, social, economical and cultural field. Particularly in developing countries, the most effective and popular way to access to information is still and remains through reading. It is therefore a matter of high priority and urgency that in those countries the people should be motivated to read. Reading animation programmes therefore should year by year continuously exercised in order, sooner or later, to replace the traditional oral way to access to information by the habits of reading. But of course the programmes will arouse the need of books. Books should be made available for people, however, the general socio-economical conditions of the national do not afford that everyone can buy the books he needs. The only solution is the library. In a developing country a library is not only an agent to organize and administer books and similar material for reading, consultation and study, but it has become more an institution to develop the intellectual condition and proficiency of the nation. To get people come in the libraries to read is one of the regular and most important job of the library. For this purpose every year the Centre for Library Development launches reading animation programmes on national scale.

II. OBJECTIVES

The programmes are aimed:

- a. to animate the people's reading interest and habits in order to achieve a better

- reading society
- b. to promote library services
- c. to create a well-informed nation, ready to participate in all sectors of national development.

III. SCOPE OF ACTIVITIES

The reading animation programmes consist of the following activities:

1. Library and reading habit promotion
2. Book donation campaign
3. Library contest
4. Reading contest
5. Acceleration of mobile library services
6. Choice of model librarians
7. Conducting research on reading habits
8. Developing reading habits at schools.

IV. PROJECT DESCRIPTION

1. Library and reading habit promotion

The promotion campaign is aimed to persuade the society to participate with the program activities actively. The campaign will be conducted in the forms of:

- a. development and distribution of brochures and other circular papers all over the country
- b. banners and posters in provincial capitals
- c. library film shows
- d. press release and press conferences
- e. library/book exhibitions
- f. seminars and library users' trainings
- g. announcements via mass media etc.

2. Book donation campaign

One of the obstacles faced by libraries in Indonesia is the limited budget sources to develop their book collection. Since 1987 the Centre for Library Development assisted by the 26 Provincial Libraries have been launching a campaign to collect books from the society to be distributed to potential village libraries.

By this campaign the Centre succeeded to donate to $2 \times 54 = 108$ village libraries with 1000 copies each. The campaign of this year has been running from early April and has been terminated at the end of May 1989.

3. Library contest

The main objective of this program is to encourage better library services in order to accelerate reading interest and reading habits of the society. It is also aimed to make the society more acquainted with libraries. Some kinds of awards are prepared

for the best selected libraries, including the invitation to the librarians concerned to participate with the national proclamation day ceremonies on August 17, 1989 in Jakarta. The contest of 1989 has been planned to be focussed on school libraries.

4. Reading contest

Like what has been done in the last three previous years, the reading contest of 1989 is designed to be exercised in cooperation with the National Women Congress. The programme is a national one, covering all 27 provinces of the country. It is aimed to accelerate reading habits among women and the young generation by the use of libraries. Women and the young generation are considered as potential groups in the nation building. The contestants are divided in 3 groups, namely the group representing women organizations, women individuals and youth individuals, with secondary school educational basis. The contest material is a number of books on science and fiction, selected by the national committee. Copies of these selected books are made available in the Provincial Library in each of the 27 provinces. The contest participants are required to develop and deliver some books abstracts and to answer questions on books. Trophies and awards are given to the winners at provincial and national level. The real contest has been commencing in June and will be terminated with the celebration of the National Women's Day on December 22, 1989.

5. Acceleration of mobile library services

The geographical condition of the country as an archipelago and the uneven population spreading are the most outstanding constraints to be faced in the efforts to establish a nation-wide system of library services. There are about 68,000 villages in the country and it would be very unefficient and expensive to build a library in each of the villages. Experiments with mobile libraries have proven to be the most effective solution. This year about 200 mobile libraries has been in operation to strengthen and accelerate reading animation programmes in the provinces.

6. Choice of model librarians

Like library contest, the main objective of this program is to encourage librarians to improve their services in order to accelerate reading interest and reading habits of the society. Some kind of trophies and awards

are prepared for the best selected librarians from all kinds of libraries in national as well as provincial level. The winners from provincial level then were selected to be the winners of the national level. Trophies and awards were presented to the model librarians at the national level by the Minister of Education and Culture and the Minister of Home Affairs at the national proclamation day on August 17, 1989 in Jakarta.

7. Conducting research on reading habits

Reading habits and reading interest have important roles in developing personality, improving knowledge and skills, and fulfilling leisure times. Therefore, the Centre for Library Development also conducts research on reading habits and reading interest. The objective of the research mainly to identify the development of reading habits and reading interest in order to improve library collection and library services to societies. Scope of research includes readers from all level (pupils, students, readers in all types of libraries), libraries, publishers, bookstores, teachers, and social organizations. Site of research mainly in Jakarta and in Lampung. Jakarta is the representative for Java island, and Lampung is the representative for out of Java island.

8. Developing reading habits at schools

Developing reading habits for young people at schools is a must. Therefore some activities have been carried out to develop reading habits at schools. Some of them are:

- a. Conducting story telling
- b. Providing reading assignment
- c. Assigning writing abstract
- d. Motivating writing wall magazines
- e. Conducting reading contest
- f. Encouraging magazine publication
- g. Carrying out book exhibitions related to celebration of the National and Religious Days
- h. Assigning pupils to help teacher librarians
- i. Conducting reading program
- j. Guiding reading techniques

It is hoped that by developing reading habits at schools, a reading society will be formed in the longrun.

V. OPERATIONAL AGENCIES

The Centre for Library Development functions as Headquarter of the program implementation. All program activities are

designed, monitored and evaluated in the Centre. Provincial Libraries in the Provinces are the program operational units, subordinated to the Centre. Especially for the implementation of the reading contest, a joint Central Committee is formed between the Centre and National Women Congress. In the provinces local committees are formed involving the Provincial Library, Local Government, Provincial Office of Education and Women Organizations.

VI. TIME OF OPERATION

The integrated program on reading animation is a-year-program of 1989 and is designed to be performed all the year. Some activities have been exercised simultaneously.

- a. Library and reading promotion has been starting from April 1989 and will continue all the year. This sub-program concludes the following activities:
 - 1) development of terms of references of all sub projects
 - 2) development of promotion instruments, such as:
 - announcements
 - brochures
 - posters
 - banners
 - video films
 - radio and television programmes
 - circulars
 - 3) forming of committees and operational agencies
 - 4) seminars programmes
 - 5) library users training programmes
 - 6) criterias for the several contests
 - 7) book exhibition
- b. Books donation
The campaign for book donation is now in run and has been terminated by August/September 1989.
- c. The library contest
The contest is designed to evaluate public school libraries, involving, elementary and secondary schools. Commencing in April 1989 this sub program has been finished by August.
- d. Reading contest
As mentioned before the reading contest has been exercised in cooperation with thenational women congress. Preparation work such as: announcements, formulation

of program activities, development of brochures, book acquisition, forming of committees etc. have been done during the month of May 1989, while the contest has been exercised in June and July 1989 at provincial level, and in August/September 1989 at national level. This sub program will be closed on December 22, 1989.

- e. Acceleration of mobile library services
A special program is being formulated to accelerate mobile library services all over the country and has been exercised from July till the end of the year.
- f. Choice of model librarians
The choice of model librarians at the national level is the first time held in Indonesia. It has been carried out since April 1989 and has been lasted by August 20, 1989. There were three Model Librarians chosen at the national level: Mr. Poedjo Adi Martoto, Ms. Zurniaty, and Mrs. Wiltje W. Sayangbati Dengah.
- g. Conducting research on reading habits
The research on reading habits has been going on since April 1989. Right now the result of research is still being processed. It will be terminated by the end of December 1989. After processing the data, the team of research will write the result of research. It is hoped that by February 1990, the writing of research's result will be accomplished.
- h. Developing reading habits at schools
The development of reading habits at schools will take place all year around, usually from July 1989 and will be terminated on June 1990. This activity is carried out by all levels of schools, from primary school levels to senior high school levels.

VII. PROBLEMS AND PRACTICAL SOLUTIONS

1. Major obstacles faced in promotion of reading habits in Indonesia:
 - a. Book production in Indonesia is low. It is approximately 3,000 titles a year.
 - b. Lack of budget to purchase books and other reading materials.
 - c. Lack of skill to read foreign books, particularly English books because of lack of English proficiency.

- d. Some Indonesian society still depend their information on visual and oral information rather than written information.
 - e. Television, video as well as radio program are more favorable than printed materials.
 - f. There is a tendency of information illiteracy.
2. The most effective solutions to promote reading habits through multidimension activities are:
 - a. Promoting reading habits as a national movement toward the realization of culturalizing a reading society.
 - b. Promoting reading habits through parents, particularly mothers.
 - c. Promoting reading habits through integrated program at schools, universities, offices, as well as non formal education and social organization as mentioned at point IV, number 1-8.

VIII. CONCLUSION

This integrated program on reading animation has been carried out in Indonesia since 1986/1987 under the leadership of the Centre for Library Development.

It is expected that this program will be improved gradually to reach the best result and to achieve its objectives.

Iran

ACTIVITIES RELATING TO READING HABITS AND PROBLEMS IN IRAN

by Shirin Taavoni
National Library of Iran

1. PROJECTS AND ACTIVITIES RELATING TO READING HABITS:

The main projects and activities relating to the promotion of reading habits in Iran are mainly sponsored by various libraries. There are some other institutions - governmental or private-dealing with the promotion of books and, indirectly, reading habits too. However, there is no one organization that is solely responsible for this job, and many organizations that do concern themselves with promotion of reading habits, do this as a secondary or side-work.

A. LIBRARIES AND THEIR ACTIVITIES:

1. Libraries of the Institute for the Intellectual Development of Children and Young Adults

These libraries were first established 25 years ago, and have ever since been one of the most successful institutions in developing and promoting reading habits among children and youth. These libraries combine the library environment with artistic and cultural activities. There are now about 250 such libraries and cultural centres located in various cities of Iran and are supplemented by mobile libraries and postal services in order to reach the children in rural areas. Among programmes supervised by librarians are: story telling, introducing books, discussion on books and other subjects, preparation of posters and wall displays, instructional pastime and competitions, film presentations, etc. Specialized instructors also help putting up drama (by the children), holding classes for film-making, classes for creative writing, art programmes, etc. Artistic works of the members have won prizes in various international exhibitions. The libraries bustle with life and are busy centres of cultural and educational activities. Despite the cut in budget and other difficulties resulting from the imposed war, they operate smoothly and compensate to a large extent for the lack of good school libraries in Iran. I must mention here that the Institute for the Intellectual Development of Children and Young Adults also acts as publisher of books for various age groups and has been one of the most successful in this field. It also helps the development and growth of children and young adults literature through encouraging the writers, artists, and publishers that are active in this field.

2. School Libraries

There are around 76,000 schools in Iran and all of them are sponsored by the Ministry of Education. According to the organizational chart of each school, a library collection should exist in every schoolhouse. However, due to various difficulties, most of these schools do not possess a real library and when they do, the library is not used by students as it should be. The main drawbacks with relation to these libraries are: lack of professional and non professional personnel, budget shortage, shortage of space

and facilities, lack of coordination between the educational programmes and library systems, unidimensional book selection, and the like.

3. The Reconstruction Corps (JAHADÉ SAZANDEGI) Libraries

In 1979, the year of the victory of the Islamic Revolution, groups of enthusiastic volunteers mainly young people called the Reconstruction Corps, went out to villages and rural areas in order to help the reconstruction of these areas and to improve the agricultural conditions. At the same time many of them started small libraries with small collections of books in some public building, usually the village mosque. Thus there are now 2,500 such libraries in 2,500 villages of Iran (out of a total village number of 65,000). These libraries which evolved out the people's interest and effort have compensated for the lack of government public libraries in rural areas, and have been one of the main sources for the promotion of books and reading habits in deprived areas. Two years ago when the Reconstruction Corps became a Ministry, the small budget of these libraries were cut. However, the libraries still function on the basis people's donations and voluntary librarians' innovations, and are quite successful in providing the rural population with reading materials.

4. The Mosque Libraries

After the victory of the Islamic Revolution, many book collections were deposited in the mosques, which gradually turned into active libraries run by volunteers. The collections are mainly donated by people who go to the mosque, and the users are mostly the younger people. Some of these libraries have been very successful in attracting the youth to books and reading. However, since the libraries are of a numerous quantity and are all run on a trial-and-error basis, it is very difficult to pinpoint the reason for their success and failure, and cannot be considered as a systematic network unless comprehensive study and planning is carried on.

5. Public Libraries' Network

There are now nearly 500 public libraries dispersed in different cities and towns of Iran which are sponsored and run by the

Ministry of Culture and Guidance. These libraries enjoy an adequate budget and own collections ranging between 5,000 and 50,000 volumes. The libraries are usually housed in a building specially built for them, and attract users mainly among students and the elderly. Book selection and processing activities are done in the central office in Tehran, and the processed books are sent to the libraries. Reading rooms are usually full, but a recent study shows that most users come to the library to study their own books or textbooks. Library services sometimes include book exhibitions and booklists; some of the libraries have a special collection for children too.

6. Hosseiniéh Ershad Public Library

This library started as a privately run religious library ten years ago. It has now developed into one of the best and most successful public libraries of Iran and has had an important role in developing reading activities. It has an attractive building that was extended recently, and enjoys an ample and independent budget which enables it to have a very well-rounded and up-to-date collection. Two years ago the library developed a children's section which attracts a host of children who come to read, paint, and listen to stories, especially during summertime. The library sponsors many cultural activities, exhibitions, speeches, etc., which are the main factors attracting readers.

B. OTHER INSTITUTIONS AND ACTIVITIES:

1. Children's Book Council

In the winter of 1962, the Children's Book Council was organized by an enthusiastic group of educators, authors, and librarians. The Council's main aims include: to encourage and give assistance to all publishers, authors, and artists; to prepare and publish better books for Iranian children; to encourage Iranian authors and publishers to produce original Persian books derived from our own culture and needs in order to provide access to good books for all Iranian children, regardless of their social and geographic positions. These aims brought to life a bulletin, the first of its kind in the country, which serves as a guide to different aspects of children's literature, especially in the selection of books. The Council also

sponsors such programmes as discussion sessions, book exhibitions, international children's book day commemoration, publication of a list of suitable books for children, and a book of the year competition to promote juvenile literature. In addition to this, the Council reviews and approves translations of foreign works so that a high standard of accuracy and fidelity has been maintained. The Council has gradually become a centre for research and technical work on children's literature in Iran. It reviews all books published for children up to 15 years of age, and from these selects the best book of the year. Recently, it has started to produce a children's encyclopaedia in 30 volumes.

2. The Mass Media

Both the Radio and Television programmes dedicate special hours to the introduction of new books to the public. Sometimes they introduce libraries and interview authors too. During special occasions such as the Book Week or the International Book Day, the media devote special programmes to books and reading. Special programmes designed for the entertainment of youngsters also help the promotion of reading and books through contests and competitions which require familiarity with major books.

3. The Roshd periodicals

The Center for Educational Aids and Libraries of the Ministry of Education publishes four different illustrated periodicals called Roshd (Growth) aimed at 4 age-levels of children and young adults, as well as a special Roshd for teachers. The Roshd series are very popular with children. The great success of this periodical can be attributed largely to the fact that the group that works together on preparation of these materials is formed of writers, translators, and editors who have years of teaching experience and great belief in their work.

4. Literary Prizes

The main literary prize in Iran is the Book of the Year Award which is offered annually during the 10-day ceremonies of the victory of the Islamic Revolution to the best books published each year in different subject fields. The Children's Book Council has awarded since 1963, the Selected Book of the Year Prize for different age levels.

5. Book Fairs and Exhibitions

An International Book Fair called Tehran International Book Exhibition is held annually in Iran which includes books exhibited by foreign publishers too. There is also another annual exhibition on the national level which is held during the 10-day ceremonies of the victory of Islamic Revolution each year. In this exhibition publishers offer their books at a 10-20% discount rate to the public. Both exhibitions are very popular and well-received by the public. There also other exhibitions related to books and reading which are held by different organs. One of the most recent and successful exhibitions was The First Exhibition of Illustrations of Books for Children. The exhibition was welcomed by everyone especially by the children themselves; they crowded the exhibition area to see the original paintings of their books, and used the painting facilities to make original pictures.

II. PROBLEMS IN PROMOTING READING HABITS IN IRAN

A. Oral Society

Iran, like many other oriental countries that are not technically developed, has been an oral society for generations. The printing industry was introduced to the country only 100 years ago, and before it could change the traditions, the radio and television entered the scene. This caused a partial lapse into oral traditions once more.

B. Low Level of Literacy

About 38.2% of population over 6 years old still lack the ability to read and write. Many of the so-called literate also lapse into illiteracy after they leave school.

C. Textbook-oriented Educational System

The emphasis that is usually placed on text-books, homework, and curricular-based activities leave little time and need for reading. Outside readings are not part of the curricular requirements, and it is only through individual interested teachers that many children become aware of the book world and the joys of reading.

D. Weakness of the Iranian Book Trade Industry

Shortage of paper and other printing supplies, lack of good planning, and other complications caused by the imposed war, has been a great obstacle to the development of the book industry in Iran. However, this shortage has produced a greed for books among enthusiastic readers, and good books usually disappear from the bookshops in one or two months time.

E. Absence of Long-term Programmes for Development of Libraries

The role of libraries in promoting books and reading habits cannot be overemphasized. The scarcity of professional librarians is also a major impediment to the growth and development of good and active libraries and the promotion of reading habits.

F. Absence of an Institution Solely Responsible for Promotion of Books and Reading

At present, various organizations and Ministries concerned themselves with different aspects of book production and reading. As a result, overall planning, pursuing, and evaluation is not possible.

MY PLAN OF ACTIONS FOR PROMOTING READING HABITS IN IRAN

The practical actions which I shall take when I go back to my country will be mainly through the National Library of Iran, as well as through reports and articles which I shall make to other relevant organs. These include:

1) Improving the role of National of Library of Iran through:

- A. Emphasizing the importance of networking and centralized services.
- B. Outlining various problems and solutions offered through the workshop for improving reading habits by means of national libraries
- C. Writing an article on the National Diet Library of Japan
- D. Providing an inservice training course for school librarians
- E. Making a survey of existing libraries for the blind in Iran
- F. Proposing the inclusion of a section for

the blind in the national library, and collecting all relevant materials

G. Making public and school library standards on the basis of my experience in Japan

2) Improving the Book Industry through:

- A. Proposal of the formation of various associations among translators illustrators, authors, etc.
- B. Writing an article on the publishing industry in Japan
- C. Outlining the activities of Kodansha publishers
- D. Introducing the idea of a general National Book Council responsible for planning and developing the book industry in Iran
- E. Making a bibliography of good Asian children's books suitable for translation into Persian
- F. Making a list of suitable Iranian folk tales for children to be translated into other Asian languages
- G. Trying to get Ms. Hiroko Sasaki's book: Picture Books and Imagination (Ehon to Sozosei) translated into Persian

3) Improving library services through:

- A. Introducing the idea of reading promotion habits among children at zero age level to the Children's Book Council of Iran
- B. Proposing the inclusion of a special hour dedicated to reading in the Iranian school curriculum
- C. Proposing the development of a school library network in Iran
- D. Introducing the Tama city public library to Iranian librarians

4) Improving reading promotion activities:

- A. Translating some of the participants' reports into Persian
- B. Producing a report to the National Library of Iran on the ACCU workshop on promotion of reading habits
- C. Reading carefully all the materials distributed by the ACCU workshop in order to draw a final conclusion and for future reference.
- D. Introducing the drawbacks of the Japanese T.V. to the Iranian librarians and other concerned organs, and trying to avoid the same faults

5) Activities based on new ideas:

- A. Introducing the idea of Bunko libraries to the Children's Book Council of Iran
- B. Introducing the NP method and utilizing it in some decision-making meetings at my office and at other relevant occasions
- C. Introducing the idea of talking books as a media for promoting reading habits among illiterates
- D. Distributing the materials produced by ACCU for eliminating adult illiteracy to the Ministry of Culture and Higher Education
- E. Introducing the idea of Kamishibai books by writing an article and making a Kamishibai book
- F. Introducing the Bunko Library in an article for the Journal of the National Library of Iran
- G. Introducing the educational system of Japan to the relevant authorities

Iran

**PUBLISHING AND READING
PROMOTION IN IRAN**

by **Fereshteh Kashefi**
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Iran is a vast country (1,645,000 km²); with an ever increasing population of 49,445,010; a rich cultural heritage; a significant illiteracy rate of 38.2%; a distinctive difference between urban and rural areas regarding educational achievements and opportunities; a considerable ethnic and linguistic minority groups and, finally, a strong national desire for learning.

To study reading habits in Iran one should consider all these factors together with the realities of book production and publishing activities and related statistics. For example the number of titles published per year is a determining factor which according to the Iranian National Bibliography varies between 2,500 and 3,700. Circulation of these books normally fluctuates between 3,000 and 10,000, copies; not including exceptions and the great volume of school textbooks published by the Ministry of Education. The following tables can draw a picture of recent developments in this field.

Statistics based on National Bibliography of Iran				Statistics based on Bibliography of Ministry of Culture & Guidance
No. of titles Year	General Books	Children's Books	Total	
1983	2434	240	2722	
1984	3482	130	3612	6414
1985	2438	656	3094	Circulation: 42,626,430 5448
1986	2209	322	2531	Cir.: 41,224,150 3812
1987	2169	666	2835	Cir.: 28,111,800 4810
				Cir.: 35,273,134

Subject Analysis of Book Production Based
on National Bibliography of Iran

Year No. of titles Subject	1983	1984	1985	1986	1987
Generalities	45	54	52	79	57
Philosophy	89	128	66	64	97
Religion	577	731	412	522	443
Social Sciences	181	232	286	226	161
Language	117	253	104	115	210
Science	107	202	170	130	147
Technology	347	514	372	445	428
Art	117	204	166	133	86
Literature	524	848	610	268	370
Hist. & Geog.	321	316	198	227	170
Children's	280	130	656	322	666
Total	2722	3612	3750	2531	2809

Now, with these general remarks in mind and specially the volume of printed materials, the second step is to introduce and evaluate organizations engaged in the promotion of reading habits. Probably the most successful body in this field is "The Institute for the Intellectual Development of Children and Young Adults" (Kanoon) established in 1965. This institute has founded a library network for children throughout the country. The 250 branch libraries of Kanoon now offer their services to Iranian children even in the remotest cities and towns. These libraries, or actually cultural centers are centers for reading and enjoying or borrowing books and tapes. These libraries have attracted children and young adults through special story telling hours and exhibitions. In their working groups children can learn how to paint, to write a story, to perform a play or to make toys and puppets. Children who have participated in these activities have often been the winners of international contests in

different fields. Kanoon has also played a leading role in the publication of original books for children which have usually had an outstanding quality and have specially benefited from attractive illustrations. Kanoon* also produces films, tapes and educational games.

The other organization engaged in the promotion of reading is the Children's Book Council of Iran (Showra) which began its activities in 1962. Through book exhibitions, publication of indexes of useful books for children and young adults, seminars and workshops, selection of the best children's book of the year and the best children's author, translator and illustrator, the council has successfully awakened an awareness of the need for children's literature. In its capacity of the IBBY (International Board on Books for Young People) representative in Iran, it publishes a quarterly periodical devoted to children's literature as well as news in the field. Showra also publishes regular lists of suitable books for children which is best appreciated by teachers and parents.

The development of a reading habit based on a love of reading may well be the most important contribution the school can make to the student's education. In this regard, many schools have at least small collections of books and at most a greater collection gathered in a room and called "The library". Although some of these libraries are active and successful in attracting their users to their collections and services, the establishment of a network of school libraries would be a time and resource consuming project. It needs an incredible amount of effort from policy making to budget allocating and personnel training. The present book collections available in many schools can act as a nuclei for such a school library system.

Finally, it is universally agreed that a habit of voluntary reading will develop only within the limitations set by:

- 1) The reader's ability and interest
- 2) The difficulty and attractiveness of the reading materials

Plans to improve the conditions of reading materials should consider so many different factors and obstacles mainly of economic origin and nature. Book production has suffered a great deal due to paper shortage and lack of publishing equipment and supplies in recent years.

*It should be noted that besides Kanoon there are a few small publishers specializing in the

field of children's literature as well as other publishers who are publishing children's books as part of their line. Cultural and Scientific Publications Company, Ministry of Culture and Higher Education is one of these publishers which has special collections and series for young adults.

MY PLAN OF ACTIONS FOR PROMOTING READING HABITS IN MY COUNTRY

1. The government is the main institution which has the major role in promotion of reading habits. It may play its role through the following policies and practices:

- 1.1 To try to upgrade and develop the economic level of life so that leisure time is ready available for the families.
- 1.2 To try to solve the illiteracy problem once and for ever and equip the related organizations with adequate budget and personnel and educational materials and resources.
- 1.3 To unite scattered organizations engaged in the promotion of reading habits and harmonize their activities through one sponsoring body.
- 1.4 To change the present state of teacher and text book-oriented teaching at schools.
- 1.5 To encourage formation of professional associations like those of teachers, librarians, authors and so on to improve the productivity and creativity of related professionals.
- 1.6 To solve the problems concerning publishing such as paper shortage and regulations.
- 1.7 To enforce the compulsory education for children to prevent new additions into illiterates.

2. The second area to be considered is book production and distribution. In this stage it should be tried to:

- 2.1 Improve the book distribution system by the help of publishers and transportation organizations to distribute books all over the country including rural areas.
- 2.2 Help marketing sections of individual publishers to increase their sales.
- 2.3 Arrange seminars on the topic and try to find implacable solutions for existing problems.
- 2.4 Increase the circulation of printed materials which will lead to a decrease in

- price of single copies.
- 2.5 Improve the content and physical characteristic of publications by the help of economic aids to publishers and provision of necessary resources like books and libraries for the writers.
 - 2.6 Arrange literary contests between writers, illustrators, etc.
 - 2.7 Organize book exhibitions in national, regional and school levels to introduce available books to the readers.
3. The libraries are the custodians of literary heritage and they can improve their services through the following programs.
- 3.1 To insist on the necessity of laws and regulations concerning establishment and support of different kinds of libraries.
 - 3.2 To encourage establishment of a network of school libraries to provide the students with sufficient books and services.
 - 3.3 To improve the existing situation of public libraries from qualitative and quantitative points of view.
 - 3.4 To cover rural areas with a network of public libraries and mobile libraries.
 - 3.5 To make use of the mosque libraries either as part of the public library network or as supplementary organizations.
 - 3.6 To maintain centralized technical services for the libraries through the national library so that enough time is saved for public services in libraries.
 - 3.7 To support the national library to be able to maintain its role as a mother library.
4. Training and research should be widely considered for those engaged in promotion of reading habits.
- 4.1 New methods and findings should be introduced to publishers, printers, editors, teachers and librarians by the help of workshops and training courses.
 - 4.2 Surveys and researches in the field of reading habits should be carried in universities and related research organizations.
 - 4.3 Teachers should receive a training to be able to serve as teacher-librarians in school libraries.
 - 4.4 New courses should be added to the library science students' curriculum to widen their knowledge in this field.
 - 4.5 NP method can be introduced in relevant courses and workshops.

5. A triangle made of parents, teachers and home can help the children to improve their reading habits from early childhood so it should be tried to:

- 5.1 Encourage parents to assist parent-teacher associations to develop school libraries and their collections through donations and practical actions.
- 5.2 Give awareness to the parents about their important role in educating their children to read.
- 5.3 Introduce the example of home libraries in Japan and encourage interested parents especially mothers to follow this example.
- 5.4 Ask parents and teachers to read more and make good examples for their children and students.
- 5.5 Ask teachers to give research work to their students and make use of out of text book materials.

6. The mass media can play their part in this campaign of promotion of reading habit by:

- 6.1 Writing articles on the importance of promotion of reading habits in newspapers and other periodicals to help create the social awareness.
- 6.2 Broadcasting special programs by T.V. and radio concerning reading promotion and its necessity.
- 6.3 Publishing book-reviews with attractive designs and contents to introduce readable book to the public.
- 6.4 Introducing new publications in T.V., radio and periodicals.

Laos

PROMOTING OF READING HABITS AND BOOK DEVELOPMENT IN LAOS

**by Kongdeuane Nettavong
National Library**

Introduction

Before speaking about reading promotion in the Lao P.D.R., I would like to stress on education because it relates to the promotion of reading. Before and after the total liberation of the country in 1975, our party and Government's policies as regard the support and the participation of the

community for education is still unchanged. The conception is:

- Education is one of the main tasks of the mass in the process of the national and social revolution;
- State and population should cooperate to maintain and manage the national education system and to meet the increasing numbers of pupils entering the formal education system as part of a long-standing importance people have attached to education as an instrument of social advancement and equality.
- To promote national education in a better way, the party and government have given a task to the national library in promoting the reading habit of the mass particularly of the young people. The national library is authorized to set up libraries in primary secondary schools and high schools throughout the country including the reading rooms for the young in every province.
- From 1975 up to the present time, the national library has carried out a task in establishing various activities in order to promote reading habit of the young people in many respects. These various activities face a lot of difficulties and sometimes meet with success.

1. Some experiences in the various activities in promotion reading in Lao P.D.R. from 1975-1984:

Since 1975 the Ministry of Education has issued a decree allowing the national library to set up centres for animating reading for the young students throughout the country: Luangprabang in the north, Vientiane in center and Savannakhet in the south.

Each reading animation centre in each region has its objectives:

- 1) To promote and improve the school libraries for the young in the northern part, central part and southern part.
- 2) To help and suggest how to procure books, to help how to read, to give suggestion to teachers and pupils how to use the libraries.
- 3) To give suggestion to the pupils in reading books, to explain the usefulness of the books and to read tales to them.
- 4) To ask them to come to the club and explain to them how to read books.
- 5) To encourage the contribution of the parents association and the public to help the young students.

Each year, the reading promotion centre of the national library will send its staff to guide the reading animation centres in the region mentioned above. The staff will bring with them books for the primary, secondary and high school. They will also persuade the teachers and librarians authorities to ask the students to come and read at the libraries. Furthermore, the staff sent by the national library will give indication to the teachers and librarians authorities of local schools concerning the creating lively reading and creating a lively libraries.

During the opening of the school year, the national library staff have to go to general education school in order to explain about the cooperation between teachers, students and librarians and to concentrate on reading books during national important days. This method will be useful for the teachers and students in preparation of their lessons before passing to the next class.

The staff of the national library will go to various schools in order to organize the simple reading method to the pupils such as: reading animation techniques, animated reading, story telling and puppetry.

The national library staff will go and meet and give suggestions to primary, kindergarten teachers concerning the method of proper reading of short poem, local stories which the students used to hear from their parents and the teachers have to retell again showing the corresponding pictures.

This method will attract the attention of the students and will lead the students to enjoy book reading successfully:

1. From 1975-1984 the young students were able to read books written in French language, and the books for them are many.
2. The large majority of the books in school libraries are many those supplied by French authorities during their education control.
3. The government provided financial facilities to the library staff to make an inspection visit.
4. In 1989 the national library and a team of VANNASINH MAGAZINE in close cooperation with the Japanese women association of sending picture books to Lao children set up reading promotion activities project for the young children. This project built a club for the young readers. The objectives of the project are to promote reading among the pupils, the students and to teach them how to look

for books, how to read the selected parts, how to keep books in proper place, to write books, how to summarize and note down articles outside the class. This association will invite its members of about 30 to 40 from each school for competition in this field. At present the project has set up two clubs: one at Naxaythong high school not far from the capital, the other at Sikhottabong high school in the prefecture of Vientiane.

In 1990 the national library will open a children reading room. The above mentioned project is running quite well and can be seen that it is in progress and contributed by the young pupils. If this project is successful, it can be expanded to many parts throughout the country.

II. Some unsuccessful cases in promoting reading habits: from 1984 up to the present time

Though we have carried out promotion of reading for a long time, instead of successful results, but we have a lot of difficulties and some of our activities have to be cancelled because the promotion of reading habits in various parts throughout the country faces a lot of difficulties since 1984 up to now. The young students who began their study since 1975 cannot read foreign language, particularly French language with comprehension, because since then the national education is taught in Lao language. The books produced for teachers in various schools are written in French. Therefore books written in Lao must be provided, but it is limited. The young children have not enough books for reading.

III. The most serious problems we face in promoting reading habits:

I would like to point out the increasing figure of general education. The table below shows the development of the general education by grade for the period 1975-1988.

A. <u>Primary (ages 6-10)</u>	1975/76	1980-81	1987/88
- Number of school	4,444	6,339	8,716
- Enrolment	317,236	449,291	558,852
- Teachers	11,848	16,109	20,384
B. <u>Lower Secondary (age 11-13)</u>			
- Number of school	72	350	629
- Enrolment	26,628	63,982	88,973
- Teachers	1,101	2,913	6,942
C. <u>Upper Secondary (ages 14-16)</u>			
- Number of school	-	54	107
- Enrolment	2,780	14,943	30,317
- Teachers	108	753	2,182

Based on these statistics, the expansion of general education for all grades were spectacular, and with the aim of the new education strategies to realize the UEP up to the year 2,000. The total enrollment of the primary grade will raise to 800,000. With such increasing number of the students, the problem of promotion of reading habits for the students must be solved by increasing the number of reading rooms in the schools, and reading promotion centre for all. First of all they must supply enough books for reading.

The most important problem is to suggest the students of primary and secondary school how to read book, how to look for the books, if there is no care for them, they will not know how to use the libraries when they attend the high education. It is a bitter lesson as we have seen in the past that the young students do not want to read books, because there is no promotion activities for reading in the libraries when they were young and when they are grown up they are not used to reading in the libraries. Therefore the problem we are facing and must be solved are the problem of book shortage for the young children. For Lao P.D.R., the publication of book for the young is very little. The publication is very expensive, particularly with colors.

Speaking about the printing of books in the past 15 years in Lao P.D.R., the majority of books printed are text books for the primary, secondary and high school students as indicated below: From 1988 to 1989, there are 436,943 copies printed for the primary school students.

In the same period there are 126,861 copies for the secondary school students, and 77,491 copies for the high school students. The books printed for the purpose of illiminating illiteracy are 74,300 copies.

The payment for the book printing is contributed by the government and Unesco. Other kind of books are printed in limited number. There are only a small number of titles printed in addition to the above numbers.

The soviet union helps publish 20 titles of books for children. Also there are other books such as books on Japanese short stories, Japanese economic policy, Lao oral stories, etc. which will come out next year. There exist some writers for the young people. They have written many stories and published through Vannasinh magazine, but since the budget is limited and the cost of printing is too high, it is impossible to publish in a large number to meet the demand of the readers.

PLAN OF ACTIONS FOR PROMOTING READING HABITS

Before describing my plans of practical actions for promoting reading habits in my country based on my N.P.-method data map, I would like to talk about the situation of my country.

Lao people's democratic republic is a small country and is one of forest countries of the world. It is a land locked with low economy and poor topography. The country is full of hill and mountains (about 2/3 of total area). The available means of transportation are not developed and adequate. In this condition it is very difficult to do collective works for the people of whole country. Some rural areas are not developed, only urban areas have facilities to practice the actions for promoting reading habits.

Talking about promoting reading habits in Laos, it is a new topic and we have many problems as follows:

- Insufficient public libraries and most libraries are located in schools, only in urban area
- Poor knowledge of library utilization skills among people
- Insufficient books and materials
- Few books published in Lao language
- Shortage of publishing house and writers. Illustrators of children's books are very few.

Future action plans in promoting reading habits in Laos

I will describe what I would like to do when I get back to my country.

- 1) To submit my government a proposal to give more facilities to apply the effective ways of solutions to reading throughout the country and to provide financial resources to all libraries and publishing houses. For instance the government should encourage private book store and government book store to expand in the different parts of country so that the parents can buy books for their children. The government should support the writers and illustrators of children's books to create good books. The publishing house should publish more books in Lao language, picture books, science books and cooperate closely with the national library to help extending libraries.

- 2) The Ministry of Education and Ministry of Information and Culture should encourage radio, T.V. programmes in promoting reading habits, education and training, so that these programme will be organized frequently.

- 3) Expanding national literary activities:

- National Library will take care of all libraries and to increase library facilities and activities, to cooperate closely with other departments and different organizations from all over the world to get books and any materials and to distribute to all libraries throughout the country.
- National Library should open one section for children's reading and try to use of Kamishibai and other story telling techniques and to introduce children to books.
- National Library should provide books for public libraries and the reading animation centres.
- To make the portable library and distribute to reading animation centres in the rural area, this project will be requested the government to give financial support.

- 4) Training course and workshop:

I will organize the training programme for librarians, teachers in the teachers colleges and the national library.

- Organize workshop in promoting reading habits and invite the experts in the field of promoting reading habits from Unesco organization, publishing house, institutions etc... to give lectures, demonstration and training to enable such as: librarians and other related personnel to acquire know-how and concrete experiences to rebuild/start their library services; to acquire technical skills to organize reading activities for children, to provide more reading/library services in schools, community centres and to prepare their own manuals or guidelines for developing lively reading.

- 5) I will try to develop more school libraries in primary, secondary and high school and also to mobilize and to promote people to make Bunko (Home Library) by their proper potential.

In conclusion, the ACCU training course has provided me with lots of precious experiences and I hope to cooperate closely with ACCU for more informations to promote reading habits in my country.

READING CAMPAIGN AND PROMOTION ACTIVITIES IN MALAYSIA

by Jamilah Ibrahim
Ministry of Education

The National Book Development Council (NBDC) playing the main and important role in promoting reading set its goal to create a nation of Readers by 2000. One of the steps taken to this end is the launching of the national reading campaign 1980, to give sufficient impact to this long term plan.

The campaign, presently in its second Five Year Plan is taking every endeavour to achieve its goal through three strategies:

1. publish more books
2. supply the books to the readers
3. educate the people

A multi prong programme to promote reading were drawn up at national, state and district level, to involve government officials from various ministries, the public libraries of all states, National Library and all organization and associations related to the book trade.

In this paper only the Ministry of Education's programme and activities are covered. No attempt is made to explain any project or activities carried out by other organization, as it will be covered in the other paper prepared by my colleague.

A survey on the reading habit of the Malaysian was conducted in 1982 by Dewan Bahasa dan Pustaka (an institution, responsible for the development of the Malay language - the official and the national language of Malaysia).

The finding of the survey shows that Malaysian has a relatively high literacy rate, viz 74%. However, the finding of the same survey reveals a disheartening and a grim picture of the reading population in Malaysia. It shows that although the literacy rate is relatively high, Malaysia read very little.

The Ministry of Education natural concern for the development of reading ability of the children, is clearly indicated with the introduction of the Kurikulum Baru Sekolah Rendah, KBSR meaning the New Primary School Curriculum in 1983. The KBSR stressed child centred learning and the mastery of the 3R: Reading also being an important component. This is a factor to

indirectly stimulate interest and focus the attention of educationists, teachers and librarians on issues related to children reading. In this context, a better reading climate in school was anticipated.

Another important factor to reinforce, enrich and enhance the reading process in school is the School Resource Centre (SRC). To this end, the Ministry is spending M\$39.5 million between 1985-1990 on the School Reading Programme to augment the SRC collection of all schools in the country.

With the proclamation 1988 as the National Year of The Reader (TAHUN PEMBACA) by the Prime Minister, the resolve to make the reading habit a part of people's regular activities was renewed. The campaign gained momentum and plans were made, though broad based, emphasis was given to the children.

The main impetus to promoting children's reading in school comes from the Ministry of Education's strategies to inculcate the reading habits. Programmes were implemented at the Ministry, and through to the State and District Education Department and school all over the country. In many areas, the public libraries become joint sponsors and implementors through the main library, the branch library and the mobile library services.

The programme planned cover all avenue that has direct or indirect influence on the children in promoting reading habit. At the Ministry level, seminars were conducted for teachers and parents, School Resource Centre Development Competitions were held for school, Quiz Competition and Reading Camp carried out for the children.

READING PROMOTION ACTIVITIES BY THE MINISTRY OF EDUCATION

1. Reading Seminar

The reading seminar held in October 1988 aimed at creating awareness among the teachers to the need of promoting reading, the importance of acquiring the information handling skills. It also aimed at exposing to the teacher, the importance of the books and other media as disseminators of knowledge, a counsel and friend. One hundred various subject teachers from all the fourteen states attended the Seminar.

2. Parent-Teacher Association Seminar

A special two-day seminar with the theme A Reading Family Is A Knowledgeable Family aimed at creating awareness towards parents' responsibility and role in promoting reading habits of the children was organized for parents at national level on April 1989.

One hundred and twelve parents from all over the country took part in the seminar. Three working papers presented by librarian and educationist were:

- ° Children and Their Approach to Library Usage
- ° Children's Early Reading
- ° Children Book Selection Guide
- ° A special handbook title "Family Library" published by Educational Technology Division was launched and later distributed to the participants.

Similar seminar is to be conducted all over the country by the State and District Education Department.

3. General Knowledge Quiz Competition

The second nation wide quiz competition in line with the education concept and aims at encouraging reading culture among Malaysian was conducted. As such the competition is a catalyst to promoting reading among the school children. The first competition was conducted in August 1988.

The preliminary stage of the competition was conducted by each state in the country to identify the winner school of their respective states. The second stage was conducted at zone level hosted by a chosen state in each of the five zone. The semi-final and the final were conducted by the Ministry of Education in the capital city in August 1989.

4. Reading Camp

The Ministry of Education pioneered the Reading Camp at national level for secondary school children in November 1988. Students from all over the country took part in this programme.

Based on Reading I The Bridge to Success as the theme, the programme aimed at exposing the student to the various skill vis speed reading, information handling skill. Various activities with local writers and film show were carried out.

The Second and Third Reading Camp was held in February and August 1989 respectively. The three reading camps were

scheduled to coincide with the National Book Fair held in the capital city to give the students the opportunity to choose and buy books from the vast collection at the Book Fair.

5. Model School Resource Centre (SRC)

Another project launched during 1988: the National Year of the Reader is the Model School Resource Centre for the Secondary Schools. The aim of the project is to help schools with good potential, to develop their school resource centre. This model SRC will then be an example for the secondary schools to follow, and develop their SRC.

Fourteen schools, one from each of the fourteen states was chosen by the State Education Department, based on the criteria set by the Ministry of Education. One of the fourteen states SRC was chosen to be the national model SRC.

6. Book Talk and Book Report

The Ministry of Education through the State Education Department has asked every school in the country to plan and carry out their own programme to promote reading among the children. The schools held book talk and book reporting sessions. The educational technology Division to transmit their own book talk and book report for the children throughout the country through their Educational Television programme.

7. School Resource Centre (SRC) Week

Primary and secondary schools organized programme for the SRC Week. Many books or reading related activities were carried out. The schools are urged to give away book as reward or prize to the winners of the various activities.

SOME REASONS FOR SUCCESS

All the activities conducted by the Ministry of Education at national level are successfully run, and are well received by the State and District Education Departments. Several State Education Department have reported that they have conducted seminar for teachers and parents in their respective states. It was reported too that they have conducted workshop for teachers to learn how to conduct reading camp in their own schools. With regard to the model School Resource Centre, it was

reported also that a number of other school resource centre in some states have been developed and recognized as Model School Resource Centre as well.

There could be many reasons for the success, salient among them are:

- 1) The projects were given financial support by the government
- 2) Well supported by all quarters government organization and private sectors
- 3) Well announced and advertised among the school

SOME PROBLEMS IN PROMOTING READING

There are several factors that hinder the promotion of reading, salient among them are:

- 1) Lack of motivation;
- 2) Insufficient libraries. Most of the libraries are located in schools and urban centres, hence there is a shortage of public libraries in sub-urban and rural areas;
- 3) Insufficient books that are aimed at reaching those at lower levels of sophistication. What is needed are more books for specific reading groups i.e. school leavers, housewives, government servants, etc. on domestic topics, social matters written in simple language;
- 4) The shortage of local creative writing especially for older children and young people;
- 5) A dearth of attractively illustrated picture books for pre-readers and early readers;
- 6) The relatively high cost of books;
- 7) The lack of training facilities for personnel engaged in the book industry

At the school level much has been and is being done in increasing the reading habit. However, some of the problems faced are as follows:

- a) Shortage of books both in terms of number of titles and number of copies;
- b) The difficulties faced by pupils in accessing books from school libraries because the libraries are closed most of the day as there is no full-time teacher librarian on duty;
- c) Insufficient time devoted to make children love reading as most of the language teaching periods are used for teaching "the decoding process" of reading;
- d) The absence of specific time allocated in the time-table for silent reading;
- e) The overwhelming pre-occupation with

home-work and curricular based activities which leave little time for reading outside this area;

- f) The attraction of the TV

RECOMMENDED SOLUTIONS

- 1) The education system should take a more positive stance towards the inculcation of the reading habit as a means of self-development and life-long learning. In Malaysia the initial steps are underway to make reading and information handling across the curriculum a part of daily class-room teaching.
- 2) A provision should be made for a regular period in the time-table for Silent Sustained Reading, based on an active use of the school resource centres.
- 3) School resource centres should be staffed by trained full-time teacher-librarians who will provide guidance and encouragement in the development of the reading habit and information handling skills.
- 4) The per capita grant for the purchase of library books in schools should be increased to keep abreast with increase in book prices and the need to increase pupil-book ratio in schools
- 5) Concrete steps should be taken to encourage parents to play an active role in the development of their children's reading habits through :
 - re-ordering the priority status of book-purchasing in the home
 - organizing home libraries
 - setting an example to their children by their own interest in reading and balancing it with other pursuits such as TV viewing
- 6) More book fairs should be organized at national and regional levels, particularly for children, and adults with lower-level intellectual sophistication.
- 7) The mass-media - TV, radio and the newspapers - could improve upon their present efforts to promote the reading habit through :
 - serialization of books of popular interest in the newspapers
 - print more reviews of books suitable for children and the newly literate
 - the provision of book titles related to subjects covered in TV/radio programmes e.g. use of pesticides, Olympic games, etc.
- 8) Publishing houses and the National Book Development Council, together with the Ministry of Education, should conduct

market research surveys to determine the reading needs of the various sectors of society so that books may be published to cater for the varied interests and levels of the reading public.

- 9) A national training programme for the book industry in the country should be drawn up and implemented to increase the number of qualified translators, editors, illustrators, etc.

CONCLUSION

The proclamation 1988 as the Year of The Reader has been a starting point to initiate efforts to promote reading. With the commencement of the 1990 as The Year of Literacy, we envisage continual and intensive efforts towards reaching our goal. To create a nation of reader by 2000 is guaranteed.

PLAN OF PRACTICAL ACTION FOR PROMOTION OF READING HABITS AMONG SCHOOL CHILDREN IN MALAYSIA

The followings are some of the plans of practical action that can be carried out in order to promote reading habits among the school children.

- 1) The existing School Library Section in the Ministry of Education should be reorganized and strengthened.
- 2) It should be supported by a special section in the national public libraries.
- 3) It should consist of the following:
 - a) Accession and production unit
This unit should be responsible of (a) selecting suitable books that are available (b) coordinating the cooperation of publishers and educators to produce good and suitable books for children (c) purchasing suitable books for the school libraries.
 - b) Processing unit
This unit's main task is to classify catalogue and process the books centrally for the schools.
 - c) Training unit
This unit is responsible for the organizing training of teachers about library service and production of simple reading materials
 - d) Service unit
This unit is responsible for preparing book lists and reviews
 - e) Reading promotion unit
This unit is to plan and organize

reading promotion program for the school throughout the country.

- 4) The School Library Section should also plan and organize reading promotion for the parents and by the parents for their children.
- 5) The School Library Section should plan encourage and coordinate book promotion activities/programmes through the mass media, especially the TV.
- 6) The School Library Section should encourage schools to allocate one hour per week for reading related activities.
- 7) The schools are to be urged to organize library week every year. The program planned should ensure total involvement of the school.
- 8) The School Library Section should initiate the formation of School Library Association in the country.

Evaluation

The School Library Units in the State Education Department is to monitor the implementation of the reading program activities in schools in their respective state and is to report the same to the School Library Section in the Ministry of Education who will produce School Library Bulletin at least twice a year.

Malaysia

PROMOTION OF READING HABITS IN MALAYSIA: SUCCESSFUL PROJECTS/ ACTIVITIES & PROBLEMS

by Aizan Mohd. Ali
Dewan Bahasa dan
Pustaka

Introduction

Readership Promotion Campaign (RPC) was officially launched by the Education Minister on 28 January 1980. This campaign was initiated and planned by Dewan Bahasa & Pustaka. Since then, several short term and long term activities were planned aiming at educating the general public and producing more books to reach the readers (rural and urban areas). In the following year, the National Book Development Council (NBDC) of Malaysia was reactivated to carry out its activities more effectively in promoting reading habits among Malaysians. Being a

professional and advisory body in book development in the country it receives the support of the government and private sectors that are involved in the development of the book for social and national interests. Some activities that were carried out received very encouraging response despite various problems encountered during the course of its implementation. In comparison to other developing nations of the third world, our literacy rate (more than 75%) has increased over the past few years. Anyway, the above campaign can only be successful when all groups of people actively participate.

Activities

1. Documentary on video tape

The first documentary on the pleasure of reading was produced on video tape entitled **Bridge to knowledge** (Jambatan Ilmu) was completed for viewing in July 1989. This project was organized by the National Book Development Council of Malaysia in collaboration with DBP, while the financial and promotional materials were obtained from Unesco. On the 8th of September, this 25 minutes documentary was shown over the national TV network to commemorate the International Literacy Day. Next year, public libraries will have video presentation at their annual Reading Campaign activities and this documentary will be one of the programmes to be shown. In fact NBDC is now processing requests received from all libraries in the country, while response from other interested parties have been very encouraging indeed.

2. Seminar/Conventions

Early this year the Malaysian Youth Council organized a seminar on youth and reading in conjunction with Month of the Youth to cultivate reading habits amongst them which is still low. During this one day seminar, only year 1990, but the launching was already held on 8 September 1989 by organizing a 4 day seminar. Several activities commencing since this date are moving at a steady pace towards the eradication of illiteracy which is a major global problem. It includes promoting literacy through extending primary education to all children and providing literacy instruction to out-of-school youth and adults.

3. Book Fair

The annual Malaysia Book Fair officiated by Education Minister was held on 4th August 1989. This fair also attracts international participation and has become a major and popular book event in the country. Reports have shown that it received good participation with a crowd of 250,000 people not including 109 schools participants. Book fairs are also held in the states under the sponsorship of the NBDC. The publication of his first book **Menangani perubahan** had a surprise launch during the fair. The book is a compilation of his selected speeches and working papers presented at various meetings, talks and functions over the last 10 years. It focuses on various topics including philosophy, education, economics and politics. Of particular interest in the book is a chapter on 'budaya ilmu' (knowledge culture). Apart from this, other activities to attract public to the fair throughout the week include shows, story telling sessions, etc. geared towards children's interest and participation.

4. Reading Week Campaign

Recently in September, DBP launched a Reading Week Campaign to promote reading habit among its staff. During the launching ceremony, the DBP Chairman advised the staff to adopt a positive attitude towards reading by being the forefront where knowledge was concerned. He also advised them to read more educational and quality books. At the state level, public libraries were actively organizing Reading Week, Book Week, Reading Camps, Reading Month and other reading related activities.

5. Translated Works

At the third meeting of the National Reading Movement Committee, Education Minister stressed that reading materials must be made available to the rural population if the government's efforts to increase literacy and promote the reading habit are to succeed. He further announced that the government has set aside a large sum of money to make available more reading materials under the reading movement programme. The ability of DBP to produce more books in bahasa (national language) either translated or original in various fields was an encouraging and positive development. Its recent translated book **How to read a book** is a useful guide to all.

6. Associations/Organizations

Throughout the months, several professional associations and women organizations participated actively in the reading campaign. Women associations of the government department such as 'Puspanita' of the Ministry of Rural Development organized talks for members on parents' role in promoting reading. Reading rooms can now be seen in many governmental and non-governmental institutions. The National Writers Associations play a role by organizing literacy competitions from time to time. This not only produced and encourage new talents but also attracted people's attention to books and literature.

Problems

1. The attitude of parents in our society is geared primarily towards achievements in 'paper qualifications'. This is the result of the current social demands and the trend of national development. Books are meant to be read and enjoyed, and to be understood. Constant reading will keep an open mind but they should not accept slavishly what they read. This is itself poses a problem in creating a reading society.
2. Reading facilities in the rural areas are still lacking and this hinders rural children to actively participate in any reading campaign projects. Rural reading rooms that are established by the Rural Development Authority are poorly manned. They do not receive sufficient subsidies in the form of money and books for their mini community libraries. We cannot deny the fact that society has always expected subsidies from the government for its social, economic and community projects. Though there is an interested reading young group in rural areas, a large sector of these areas, which do not have reading rooms, is not serviced by mobile libraries. Campaigning among political leaders, government officials at state level and community leaders have to be carried out concurrently in order to gain their active participations and full support in order to achieve significant results.
3. Efforts in educating the general public is only meaningful when more books are available. Over past years there has

been a significant growth in the production of non-textbook publications for children. However, most of the children's books appear to be an 'extension' of what school children learn and read in schools. Failure by local publishers to break away from this tradition has led to a penetration of imported children's books, but rural population cannot afford to purchase such publications whereby the prices are relatively high.

Conclusion

Activities towards promotion of reading habits in Malaysia for the year 1989 are not very active compared to the past few years. Though these activities are conducted by several organizations in the country, it is under the umbrella of the National Book Development Council's 'Reading Promotion Campaign Project'. Year of the Reader has succeeded in creating a strong awareness among Malaysians on the importance of reading in any society, but I feel Malaysians are still on the way to becoming a reading society.

ACTION PLANS FOR PROMOTING READING HABITS IN MALAYSIA

1. Role of library and librarians

The library plays an important role and functions in line with the objectives of the organization towards promoting the national language, literature and publication in the country and overseas. Therefore, a librarian in a research library is the root to build and create awareness within the organization in promoting reading habits among the staff. In other words, librarians should be a readable and knowledgeable person before being also to serve and provide services to the other staff from various departments of the organizations.

- a) The library's collection should be very comprehensive to cater all levels of staff. Reading and reference materials must be sufficient to meet their needs. To promote reading especially among the professional group, magazines on various profession should be sufficient. Besides this, popular magazines of better quality content should be made available for some light reading. Even though I find that the reading habit among the lower level

is towards light reading, librarians should cater for them as well. In the long over they may increase their reading power and go for better reading materials which are related to their daily work, eg. in the technical area of printing.

- b) Being the centre of information dissemination, librarians should be more active in their library orientation programs which will not only be carried out whenever there is a new batch of new staff but should be carried out by stages. This will enable all staff to know their library and its usage. They will soon realize the existence and importance of the library and be a readable group. This professional guidance should also be given to outside researchers that use the library to familiarize them with the library's holdings whereby they can get valuable information for their research projects. On the other hand, the library must activate the current awareness services to the staff by distributing leaflets or information sheets on related fields of profession to alert them of current events. Reading awareness can be created by occasionally organizing activities such as book talks, introducing best-selling books from overseas and local ones.
- c) Publishing the library holdings (books, AV materials, etc.) by having weekly or monthly displays not only within the library but within other departments. Some officers just do not want to visit the library, therefore librarians should publicize in individual departments accordingly. Book displays hold within the library premises to attract more readers has to be catchy and attractive. Library exhibitions should be held occasionally to highlight some interesting issues which will encourage staff to do a further research on some of the issues portrayed.
- d) The 'Library Month' which was held recently should be carried out on a yearly basis. These activities will indirectly lead staff to use the library and create reading awareness among them. Services such as having a reading camp should be given a serious thought. I will write towards organizing such program to cater all levels. During such sessions, audience will be guided on book selection and techniques of reading. A book club should be formed among the executive group and this is only possible if the

librarian initiates it. In this way, executive will have positive outlook for greater achievement.

2. Training facilities to all

The professionals in particular the librarians, editors, translators and illustrators should be given sufficient training in their relevant field from time to time. Such exposure is not only necessary for new staff but other senior staff to give them enough exposure and learn new things to enable them to produce good quality work rather than stereotyped ones. I would suggest if such training is available locally more people should be sent by having a rotation system.

3. Illustrator's rate

Good children's illustrators are still lacking in the country and some of them are working in DBP. Illustrators should be confident to try new techniques of illustrations while maintaining some conventional style. There has to be a break in tradition. They play an important role in producing more good picture books especially for preschool level to meet the increasing demand within the society. I agree that the graphic unit continues its yearly workshop to evaluate their works for better production.

4. Translation activities

The rate of translation is increasing and the panel deciding on the titles to be translated must be knowledgeable of the subject coverage and must ensure to produce relevant and latest editions especially books for higher learning. I will request them to work closely with the library in order to get the most updated information. Meanwhile, translation of technical books should be done at a faster rate for readers to cope with fast technological era.

5. Monthly magazines available

Dewan Pelajar, i.e. the children's monthly magazine should have a more colourful layout to attract more children to read or write for this magazine. Staff should be given the incentive to write to the present six monthly magazines that we are currently publishing. In order to get enough materials to write, they will have to read more.

6. Availability of trade catalogues

New titles published by DBP should be reviewed by its own staff instead of outsiders. This will then be published by the mass media (local newspapers) on a weekly basis. In such cases, the number of books reviewed in the national language will increase to reach the masses. Catalogues of new titles currently published should be more attractive and appealing to readers, while the publication of trade catalogues should be done on a regular basis to create public awareness of such new publications. These publications would be meaningless unless widely distributed throughout the country to all levels of society. The Marketing Department should take the initiative to publish its own books in prize which is lacking in the country to promote the publications as well as creating a reading awareness. I will suggest that the Publishers Association cooperate to publish a yearly comprehensive books in print to portray the nation's total publication.

7. Availability of posters

Local posters to create reading awareness among the public is lacking, DBP should print more posters on reading for the masses. We do not necessarily wait for any occasional events to be held. I will suggest to the management level to hold poster competitions at least twice a year to get good illustrated posters and this will encourage more illustrators to produce their work. These posters should also be distributed throughout the country especially school libraries, public libraries, government departments through our agents that are already available.

8. Bookshop organization

The present bookshop should portray a unique identity considering that DBP is the biggest publishing house in the country, it should be attractively designed. At the same time, the staff working here should be knowledgeable of all the organization's publications (old and new) to answer any inquiries. I will put forward this suggestion to the committee responsible.

9. Other related activities

- a) The monthly religious talks held should be in depth and indirectly encouraging

listeners to read more books to widen their horizon besides going to the library to clarify some points or views discussed during the session.

- b) Children's whereby parents are allowed to bring their children to watch and participate in such activities, eg. story telling, puppet shows, etc. I would suggest that librarians team with the children's department to organize such activities which require some dedication on our part.

Nepal

ACTIVITIES ON PROMOTION OF READING HABITS IN NEPAL

by Prabandha Kumar Sakya
Sajha Prakashan

The history of promotion of reading habits in Nepal may be traced back to 1930, when an attempt was made to open a public library. The attempt was not much successful. The reasons were on one hand, the conservative attitude of the then Government and on the other, the low percentage of literacy.

Since 1913 publishing of a limited number of books was carried out. A Government publishing institution was established and the Gorkha (later Nepali) language publication committee came into existence. This proved to be a gift not only to the promotion of Nepali language and literature but also to that of reading habit. Even then literacy was only 0.5 percent.

Obviously, production and publishing of books alone was not enough to promote reading habit among the people, publishing of magazines and newspapers had to be encouraged. Gorkhapatra alone newspaper in the country, had been published since 1901 as a weekly. It was bi-weekly since 1943. In addition to that two literary magazines, Sharada, and Uddyog were brought out as monthly journal since 1934 and 1935 respectively. These journals were either sponsored or patronized by the Government. Moreover because of the ground of educational institutions there was a marked increase in the percentage of literacy and the people began to take interest in acquiring knowledge.

The promotion of reading habits took a

momentum after 1951 when a democratic system of policy ensured in the country, and particularly when the democratic panchayat system was introduced in 1960. Reading habit among the masses as could be measured from the growth in the number of book-sellers, publishers, newspapers and magazines. This can be attributed on one hand to the efforts of the Government and to the reading public on the other. Gradually publishing business became attractive and more and more publishers and booksellers began to take interest in this field.

This is further testified by the fact that the literacy rate had grown at faster rate since 1951 which can be seen from the table below:

Literacy Rate of Nepal

Year	Percentage
1951	2.0
1953	4.3
1961	8.9
1971	13.9
1981	24.0
1986	30.0
1988	35.0

If the number of newspaper and periodical is any indication about the growth in the reading habit, the following table is the case in point.

Year	Dailies	Bi-weeklies	Weeklies	Fortnightly	Total
1982-83	51	3	254	27	335
1983-84	58	4	339	54	455
1984-85	-	-	-	-	-
1986-87	59	2	340	47	448
1987-88	61	1	351	47	460

The increasing number of publishers is also an indication.

A number of libraries were set up on national and local level and book exhibition was held almost regularly since 1972, 1972, 1983, 1985 and 1987 respectively. At the moment the number of publishers were interested to take part in the book exhibition. In recent years the publishers have shown great interest in improving the quality of their publications, in respect of coverage, presentation and get-up. Advertising through radio and other mass media also started. The creation of book development council is also a boost to the book promotion activities.

In spite of all those efforts, however, there was no substantial growth in reading habit. This was revealed by the sample survey conducted in 1972. The survey covered 50 percent of the city area, high school and college students.

Till now the success in promoting reading habit among the people is modest and much more efforts have to be made to further improve the situation.

Most serious problems in promoting reading habits

1. Educational policy and planning on reading promotion:

Nepal is one of the countries having a low percentage of literacy in Asia. According to latest official statistics only 46 percent are literate. A wide range of factors including cultural bias, traditional rigidity and socio-economic condition are responsible for it. Literacy is key to education, culture and knowledge. That is why our government is trying to increase the literacy percentage speedily. The education system is more examination oriented. Hence less emphasis is given on the promotion of reading habits. Even educated people have low reading habits.

2. Lack of library:

There is a little awareness among the people about the importance of libraries. There is lack of adequate library facilities particularly in rural areas. Even if there is library, suitable and interesting reading materials are not available. There are limited number of books and the reader do not find books of their choice and interest. Some schools have their own libraries, but the stock of reading materials is limited. The librarians also are untrained and have no idea about the interest of the reader and how to promote reading habits.

3. High price and low quality of books:

In the developing countries like ours, where there is low purchasing capacity and low literacy percentage interesting and illustrated reading materials in low price should be made available. But the situation is just opposite to it. Low sale of books compels publishers to print fewer copies which in turn will increase the price of books, is above the reach of the general readers. Most of the publishers are not willing to invest a

greater amount of money for producing high quality books. They are much more concerned with profit than publishing books of the interest of the reader. Usually most of the publishers are not willing to hire trained and talented writers and illustrators as they demand high remuneration. As a result they cannot produce high quality books. Illustrated children books are very expensive. Publishers have to invest great amount of money for their publications. Quality materials are one of the factors affecting the price. The readers also have their own problems. High price is one of the main problems. Useful, interesting and quality reading materials are not available in one place. Suitable reading materials for various age groups are not sufficiently available in the market. The scarcity of books is also responsible for low reading habit.

4. Lack of co-operation among the related Government and non-governmental organizations in respect of book promotion:
In Nepal a section of mass communications are run by the government owned agencies like Radio, T.V. and newspapers. Advertisement through mass media is necessary for promoting reading habits. But these mass media are expensive for advertising. While non-governmental organizations are engaged in publishing supplementary reading materials and government owned organizations are mainly engaged in publishing text books. The mass media do not give concession rate for advertising reading materials.

5. Role of teachers and parents:
The role of teachers and parents is also vital for the promotions of reading. The teachers do not motivate children to read other than text books. Parents also preferred to see that their children read text books. Their ignorance about the interest of the children is also one major problem responsible for the promotion of reading habits. The fact that many parents in our country who are illiterate is also one of the factors for low reading habits among the children.

6. Distribution and transport management:
Countrywide distribution of books and

other reading materials is a challenging and very difficult job. More than two-thirds of the country is covered with high hills and mountains. Road transport is not sufficiently developed in our country and railways and waterways are almost nonexistent. In this situation we have to depend heavily on road transport alone, which accounts to 6611 km. Even out of this black topped 2837 km, gravelled 1477 km and earthen 2297 km we have to carry the reading materials by using beasts of burden and on human back, to the remote and inaccessible parts of the country. These modes of transportation are slow and costly. The price of reading materials is uniform throughout the kingdom whether the place is a city or a remote area. There are a very few publishers who have their own sale outlets. Sajha Prakashan is one of the national publisher, who has maintained a fairly large number of sale depots. It undertakes distribution of reading materials in the remote and inaccessible parts of the country through its branches and agents. The commission given to the agents vary from 10 to 75 percent depending on distance and accessibility. Even then books are not sufficiently available to the readers of far flung places of the country. In 1988 Sajha Prakashan alone distributed 4.0 million free text books, 3.6 million priced text books and other reading materials.

PRACTICAL ACTION PLAN FOR PROMOTION OF READING HABITS

Promotion of books and reading habits are possible only when there is a literate society. Our country has achieved only 46% of literacy which is not sufficient for the so-called literate society. Beside this we have a lot of things to be improved for promotion of reading habits in our country. In the course of discussion, we analyzed problems and proposed some new ideas in this regard. I am going to explain the main points below:

1. Training for teachers:

The teachers give emphasis on reading text books only to the children. They can motivate children to read and develop children's reading habits. They must be trained in their in-service training programme, how to promote reading skill and habits, techniques of story telling, from the very beginning

when the children start to read.

2. Production of high quality books:
Reading promotion is quite impossible unless interesting reading materials are accessible to the readers. Production of high quality books are limited in number in our country. And what we say "creator of reading habit" should be increased and widely circulated. It is possible when publishers are subsidized from the government. We should distribute some copies to schools and school libraries free of cost immediately.
3. Library facility should be provided where it is necessary:
Library management and administration should be under one roof specially for public libraries. More libraries are to be set up at least one in every village and in offices and clubs. Home and mobile libraries also should be introduced in major towns of the country, for the reading promotion.
4. Parents role in promoting reading habits of their children: Parents can play a major role in the development of reading habits at an early age. They are the main guide for children in this stage. They can enjoy their children through interesting and joyful story telling. They can provide them picture books as well as other interesting reading materials, and encourage their children to read, most of the parents in our country are still illiterate or neoliterate. There are 41 government and non-government organizations involved in non-formal education with a coverage of 100,000 illiterates each year. It provides them some basic training and education in the country.
5. Distribution infrastructure should be improved through efficient transportation, postal facilities, and mobile services. We are planning to extend the surface road facility in the major parts of the country. Now we have a very few efficient transport facility as compared to other countries of Asia and the Pacific. Side by side we should provide postal facility and mobile service to send books and other reading materials to the readers.
6. Government should recognize publishing as a industry and provide maximum incentives. Such as customs and taxes should be free or minimized for imported raw materials and other

materials used for the production of reading materials, so that, publishers are able to produce high quality and low priced reading materials which is one of the major factors in promoting reading habits.

7. Role of teachers in promoting reading habits of children:
Teachers can conduct, reading, writing quiz and debate competition among the children, and organize group tour programme to different educational institutions, publishing companies, book exhibitions and libraries. It encourages children to read and helps to promote reading habits.
8. Lstly, I have to convince my management to publish interesting, high quality and low priced reading materials according to different age groups, upon my return to my country.

Pakistan

PROMOTION OF READING HABITS IN PAKISTAN

**by Jahan Khan Jamro
National Book Council
of Pakistan**

The National Book Council of Pakistan is meant for promotion of book reading and writing in the country. The following are the programmes and projects of the council firstly and foremostly aimed to the promotion of book-reading habits among the people of Pakistan:

- 1) Readers Club Scheme
- 2) Book Fairs
- 3) Book Exhibitions
- 4) Purchase of books under "multiple copies scheme" for supply to the libraries
- 5) Encouraging the serious and creative writings
- 6) Purchase of books under promotion of children's literature scheme

1. "Readers Club Scheme"

The Readers Club Scheme has proved as one of the magnificent and an effective source to help eradicate illiteracy and encourage reading habit among children, men, women and youths through quality books at

highly subsidized rates in Pakistan. Readers club had since been working at Islamabad, Lahore, Karachi, Peshawar, Quetta, Azad Jammu and Kashmir, under this scheme. The book-thirsty public use to get membership at every office of National Book Council of Pakistan by a token fee of Rs.10 and membership card issued to them. The member of Readers Club Scheme may purchase books worth Rs: 1000/= at their own choice except fiction and text books from the book-shops registered with the National Book Council of Pakistan on 50% discount in a calendar year. The book lover public of Pakistan get too much inspiration from the very scheme, according to their per capita income in this era of inflation and expensive printing material. The poor book-thirsty public could purchase the richest of the printed material, book of their taste in a meager money from their pocket. There become at least 15000-16000 members under the Readers Club Scheme of National Book Council of Pakistan every year in Pakistan. The thousands of bookish people in Pakistan see this scheme a best way to the way to the promotion and encouraging of book reading habits in the country. There is a need to keep this scheme intact and continue in the interest of book loving literate men, women and children of Pakistan. This scheme may be expanded upto the remote and far-flung but backward areas of Pakistan, where the sections of bookish public reside but the grave problem with the future of this scheme is the shortage of funds, of course. The need of funds for knowledge and wisdom may appeal to the international agencies concerned in the interests of education (reading habits) of masses of Pakistan.

2. Book Fairs and Book Exhibitions

The National Book Council of Pakistan use to hold book fairs throughout Pakistan, while they are participated by renowned publishers, booksellers and book traders. The purpose of book fairs stands for the promotion of book reading habit among general public in particular and encouraging of book trade in Pakistan in general. The books made available are sold on the discount of 25% to 33% of the price. Book Exhibitions are also organized by the National Book Council of Pakistan on the eve of national days which attract the bookish public on large scale.

3. Promotion of books through purchase of multiple copies

To encourage works of Pakistani scholars 200 copies each of title are purchased by the National Book Council of Pakistan at an average cost of Rs: 150/= per title. The main purpose is to help to promote books within the country and provide more new books for the readers. This also helps scholars and authors financially.

4. Encouraging the serious and creative writings

This scheme has begun to encourage the serious and creative writing of Pakistani authors in various fields. The National Book Council of Pakistan calls for the manuscripts of the authors through ads in newspapers and the manuscripts are examined by the experts. In the light of the recommendations of the experts the council guarantees the authors the purchase of 400 titles at the 85% of price of the books. In compliance to the Prime Minister's orders Rs. 200,000 would be awarded to the authors of the best manuscript every year and in addition to that such authors will receive Prime Minister's gold medal. The copies purchased on 85% of price from the authors at the rate of 400 copies of each title are distributed among the national libraries where the readers get such books available for reading. The national libraries forward these books still further to smaller libraries and this way the scheme goes to the grass root level.

5. Promotion of Children's Literature

The main objective of this scheme is to provide good children's literature. The scheme is being advertised in the press to attract potential writers for collecting manuscripts and books on children's literature. Manuscripts and books are invited through press from the available manuscripts selection will be done on the recommendations of experts. In the light of the recommendations of the experts, the National Book Council of Pakistan shall purchase 500 copies of approved books. An award of Rs. 50,000 shall be given to authors of best book/manuscript each year. The books shall be donated to school libraries.

ACTION PLAN TO PROMOTE READING HABITS IN PAKISTAN

Practical action plan for promoting reading habit and book development in my country Pakistan is based on the active participation of booksellers, publishers, writers, illustrators and cooperation among each other. Then we can expect that publishers can publish high quality books in low priced and reader can enjoy the books with their taste. To fulfill this objective government should provide some facilities and incentive to the publishers. Our government is going to reduce the custom and duties in the raw materials necessary for the production of reading material.

1. Library Facility:

For the promotion of reading habit it is necessary to extend the library facility in the country because library set-up is essential for rural area than urban areas.

2. Training Facility to Librarians and Teachers:

Librarians and teachers must have some training programme for the efficient operation of libraries.

3. Parents Contribution to Promote Reading Habits of Children:

Parents should encourage their children in reading promotion through opening "Bunko" type libraries in their homes, participating in reading competition, reading circles and visiting book exhibitions. They can motivate their children by giving book gifts on important events such as birthday and passing the examination.

4. Distribution of Books:

For the systematic distribution of books it is necessary to have a cooperation among the publishers, wholesalers and retailers. Also proper transportation facility for book distribution in rural areas with concessional postal rates shall improve the distribution network.

5. Mass Media:

National Book Council of Pakistan has already launched a campaign involving media, press, T.V. and radio service to give

special push to book promotion and reading habits.

6. Book Exhibitions and Workshops:

We try to organize more book exhibitions and short period workshops on a regular basis in several provinces in the country.

Papua New Guinea

READING PROMOTION ACTIVITIES FOR CHILDREN IN PAPUA NEW GUINEA, PROBLEMS AND POSSIBLE SOLUTIONS

**by Doleti Charope
National Library of
Papua New Guinea**

Introduction

Papua New Guinea, an independent country in the Pacific which is made up of the eastern part of the island of New Guinea and many other islands that stretch out for more than 1,600 kilometres.

The eastern part of the island of New Guinea, where the majority of the population live, is mountainous. The total land area of this rugged country is 462,840 square kilometres. Its 3.5 million people speak 869 distinct languages plus two common languages, Tok Pisin (Pidgin English) and Hiri Motu. English is the official language, and is the medium of instruction in educational institutions. The majority of the people are subsistence gardeners, hunters or fishermen. A growing proportion are getting into cash cropping, and the main means of transport is either air or sea. Air transportation is expensive in Papua New Guinea and, because this is one of the main means of transport, it is often difficult to distribute economically materials or books, particularly to school and public libraries.

My report will touch briefly on publishing and literacy in the country, and their relationship to the promotion of reading.

Furthermore, it will look at libraries and their efforts to promote reading to children, particularly focusing on the National Library and National Book Week, and other organizations involved in the promotion of books and reading.

1. Publishing and its Relationship to Reading Promotion - Present Situation

Publishing in the country is not a very big industry and so little is produced and published locally. At present there are a few organized book publishing organizations that produce and publish books and materials for various types of readers.

Kristen Pres is one of the biggest publishers in the country. It has published books such as **Nupela Testament** (New Testament) and other religious publications, biographies such as **Bai, the Sorcerer**, **Sanggang, Cannibal Chief to Christian**, health books such as **Alcohol and You** and others such as **The Untangled New Guinea Pidgin**. Text books for teachers to use to teach children have been published, such as **Let's Talk, A Community School Education, Teaching Community Life**, and many more. A children's story book called **Kalans' Pawpaw** is also published by Kristen Pres.

Another publisher of Papua New Guinea materials is **Robert Brown & Associates of Australia** which published a series of readers by Dianne McInnes, an expatriate writer who has lived in the country for sometime. Some of these books are: **The Cuscus Baby, The Talking Pig, and The Muruk Chicks**. These books are very appropriate to the children of PNG because they relate more to the situations they are used to.

Another popular book published by this publisher is the **Papua New Guinea atlas: a nation in transition**, which is more suitable for students attending high schools and colleges. Included also are the popular **Peoples of PNG** series consisting of 30 titles.

The Curriculum Unit of the Education Department mainly produces educational resource books, syllabus material and teachers' guides.

With the help of the World Bank, the Department is able to produce textbooks locally written and illustrated, specially for community and high school students, on various subject areas such as English, Mathematics, Health, Community Life and Social Science. A good example of these textbooks is: **Create and Communicate**, a book adapted to PNG requirements from the original text produced for Singaporean schools.

The Institute of Papua New Guinea Studies, has been producing monographs on folklore, myths, legends, art and dance.

Some local book companies such as **Web Books** and **Independent Books** have also contributed towards publishing. **Web Books** has produced simple readers suitable for community schools (grades 1-6) such as **Toby and the Bird, Little Canoe, Kujil and the Smugglers**, while **Independent Books** is the publisher of **Koro's Canoe**.

Others are the Education Research Unit of the University of Papua New Guinea, **Wirui Press**, in Wewak, **Trinity Press** in Rabaul, the **Bible Society** in Port Moresby and the **Summer Institute of Linguistics** in Ukarumpa. The Department of Primary Industry publishes **Harvest magazine** and **The Lik Lik Buk**.

The Book Council of Papua New Guinea, besides promoting books and reading, also assists in promoting writing and publishing in the country. With more people involved in organizations such as the Book Council, the situation may improve.

2. Literacy and Reading

The introduction of literacy in local languages by mission groups has helped for a long time, enabling some people to learn to read and write in their own languages. Also the use of local languages during this time was very helpful to a lot of rural people and encouraged a variety of literacy programmes for children and adults.

Examples stated in a recent report on literacy in Papua New Guinea include:

- a) major programme support by the province for children in the North Solomons, East New Britain, Enga, Morobe, Oro and Milne Bay provinces;
- b) smaller non government organizations supported programmes for children in all provinces;
- c) adult literacy programmes run by non-government organizations, e.g. Southern Highlands Adult Tok Ples Schools, Goroka YWCA Tok Pisin programme, and the Tok Pisin (Kisim Save) programme nationally.

In 1988 a National Literacy Committee was established and a new National Literacy Policy was also developed to encourage:

- a) initial literacy for both to children and adults in a language in which they are fluent;
- b) the transfer of these literacy skills through bidding courses to English and the lingua francas;
- c) maintenance of Tok Ples literacy through the community, secondary and tertiary

- levels, to further the production of a national literature; and
- d) vernacular and lingua franca adult and out-of-school youth programmes.

Following on from there was the establishment of a Literacy and Information Programme.

At present there is no exact figure of literacy rates in the country. However, while some reports say it is as low as 30% the recognized international bodies such as Unesco, place Papua New Guinea as having one of the lowest literacy rates, as related to other developing countries, estimated by some as being as low as 15% of the adult population.

With literacy rates as such, it gets quite difficult in trying to promote reading.

The Summer Institute of Linguistics is one of the biggest mission organizations which run programmes on literacy. Most of the materials produced are in local and Tok Pisin languages.

3. Libraries, Books and Reading

Libraries have played their part in promoting books and reading although there are not many well equipped and well stocked libraries in the country, apart from the two university libraries, the National Library and few good teachers' college libraries.

a) The National Library and its Efforts to Promote Reading

The National Library of Papua New Guinea was opened in 1978. The building is an Independence gift from Australia. It houses collections of books, films and videos and periodicals which are used by the government, schools and public libraries throughout the country.

It plays an important part in promoting books and encouraging reading through its public library and school library services and the National Book Week.

The National Library assists in the promotion of books and reading by providing lists of new suitable books to public libraries throughout the country for use in selecting relevant books for the users.

These books are later ordered, processed and are ready to be used by the public libraries.

The School Library Service promotes the establishment and development of community schools (grades 1-6) and high schools (grades 7-10) libraries throughout the country. It

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also some of the good books that are available in the library are displayed for the children and their teachers to see. The teachers are also encouraged to set up libraries in the schools during these visits. Schools organize their own programmes and activities apart from what is done for them by the National Library and the National Book Week Committee.

An activity that is quite popular in international schools is the Book Character parade, where children choose their favourite characters from books they have read and dress up like them. This is an enjoyable activity as well as a way of promoting books.

A high school quiz is also organized in which schools around the city take part. The contestants are given book prizes. Besides the schools, local booksellers also take part during the National Book Week in displaying books in schools for children and teachers to see and buy.

In other centres:

During National Book Week, libraries and schools in other centres also take part in the celebration with similar activities including other activities.

c) Book Council of Papua New Guinea

The Book Council also assists in

encouraging reading amongst all sections of the population. This year a reading awareness campaign was launched. Besides this it also assists the National Book Week Committee to extend and promote National Book Week throughout the country, and in particular the bookselling sector.

d) Local Booksellers

There are several booksellers operating in the country. The bigger companies are Web Books which serves most parts of the country and is based in Port Moresby, and La Galamo which is based in Lae, the second largest city in the country. This bookseller serves mostly the northern part of the country. Gordon & Gotch serves many parts of the country also.

The smaller booksellers such as the University Bookshop cater mostly for university students but also sells books to schools and the public around Port Moresby. Independent Books, Lae Bookshop and all mission bookshops also promote and sell books. However there may be some difference in the types of books sold and promoted by other booksellers and church bookshops.

The results of the efforts of the National Library and other organizations in book and reading promotion is that children and the general public are made aware of the importance and usefulness of reading. Children come in to read books in the libraries or borrow books to read at home. This way their parents and family are also encouraged. Teachers are also made aware of the services provided and encourage children to use the libraries by setting research projects. Many schools are ordering books and setting up their libraries with the assistance of the School Library Service of the National Library.

4. Problems in Promoting Reading

- a) Many parents of children do not read and do not know the value of books. This is why many children are not encouraged to read at home. They only start to read when they begin community school, mostly at the age of 8 and 9.
- b) Teachers do not encourage reading other books apart from textbooks used in schools.
- c) Low literacy rates and lack of suitable materials. Because little is published

locally, there are not many suitable books and materials available to use for reading.

- d) Libraries receive low funding priorities particularly in provincial centres. This is why there are not many well equipped libraries in the country.
- e) Good books, published outside the country, are very expensive. They are generally too expensive for schools to purchase for libraries, and are not always appropriate.
- f) Few properly organized and funded programmes focussing on reading promotion, apart from what the Book Council is doing on Reading Awareness and what is done in National Book Week.
- g) Television interferes with children's reading habits. They tend to watch movies more than reading books.
- h) Lack of co-operation among teachers, librarians and others in the book industry on reading promotion, although the Book Council is attempting to resolve this problem.
- i) The geographical nature of the land, with its rugged mountain ranges, swamps, islands, hampers the distribution of books and other materials.

5. Possible Solutions

- a) Produce effective reading awareness programmes for parents and children through events such as the National Book Week.
- b) More emphasis by the Government, particularly the Education Department, on reading promotion by allocating more funds.
- c) Introduce more literacy programmes.
- d) Build more good libraries and develop the existing libraries in the country.
- e) Training programmes for teachers, librarians and others involved on reading promotion.
- f) More publicity on reading promotion and books through the media, particularly on television. More programmes on books on Kids Kona (TV programme for children in PNG).
- g) Encourage local publishing and local writers to write more good books appropriate for children in PNG.

Conclusion:

As mentioned earlier, there are many factors contributing to the difficulties of

reading promotion in the country.

Because the idea of using libraries is quite new, and reading is not a very popular activity, there is still a need to publicize libraries as well as promote reading in much bigger and effective way.

There is need also to encourage local publishing, literacy programmes, training of people and more co-operation by those involved in promoting of reading e.g. librarians, teachers, booksellers, mission groups and others.

More support from the Government in areas such as publishing and literacy will make it possible for effective results in the supply of materials and reading promotion.

PLANS OF POSSIBLE PRACTICAL ACTIONS FOR PROMOTING READING HABITS IN PAPUA NEW GUINEA

Introduction

My report will mainly include the practical actions that can be carried out at the National Library and through the National Book Week to promote reading habits. However before going on I will need to summarize here why I have included the various organizations and groups on my map.

- * The National Library without the support from the Government as well as the Education Department through funds, better laws and policies cannot be able to carry out its services and activities effectively in promoting reading habits to children.
The support of Government and the Education Department is very much needed to involve many people to take part in the promotion of reading.
The National Library is trying its best at present to carry out such activities, however at this stage there is still little awareness or the importance of reading for children by the Government or even if the government is aware, there is still little done about it.
- * Teachers, parents, school librarians need to work together to create understanding and co-operation among each other so that they can work together to encourage children's reading habits in their own ways.
- * Booksellers need to also co-operate in displaying their new books to teachers and librarians and keep them up to date with appropriate books and materials that

may be useful for children's reading.

- * There is still need for more publicity to create awareness on the importance of reading and the use of libraries. All means of media to be used to be able to reach out to the children all over the country.

More programmes to be produced on topics such as Book Reviews, Book Talks, Story reading, etc. to encourage children to read books during their own times.

There is still a lot of things to be done in PNG and is a long way away from success.

However having said all that I would like to mention my plans of possible practical actions that can be carried out for promoting reading habits for the children of Papua New Guinea.

- a) First thing I would do when I return is to write a report and present it to all the staff of the National Library on what I have acquired during the 2 1/2 weeks training. This report will also include many suggestions and recommendations on all new activities, ideas and experiences which I think may be applicable to my country and the children of Papua New Guinea.
- b) As an Executive of the National Book Week Committee I would also suggest to the rest of the Committee to try out some of the new activities in future National Book Week events and see from there if new activities such as Kamishibai are useful.
- c) I will also share with other staff of the National Library other library services such as Bunkos or home libraries and Mobile libraries although Mobile libraries are quite difficult to run in Papua New Guinea as the road systems are not very secure.
- d) I will also encourage more publicity to promote the National Book Week Event and its activities towards reading promotion. The National Book Week Committee including me will try to involve more parents and teachers in future National Book Week events for more successful results.
- e) The members of the National Book Week Committee and I will try to involve more school librarians also to take part by joining the committee, and in this way we can be able to carry out many different activities to promote reading habits among school children. We will also

create more appropriate programmes during the National Book Week and ask the Television Station to put these on during that one full week. Programmes such as Book Talks, Book Reviews, Story telling, Story reading, etc.

- f) Finally, as Principal School Library Officer at the National Library, I will continue to conduct workshops for teachers on basic library skills in book selection for school libraries and reading promotion as this is a necessary activity towards the promotion of reading also. Probably more often than it was so that in this way the teachers are encouraged and reminded of the importance of such activities and through them the children can be encouraged.
- g) My section will also continue to provide Booklists for teachers to use or see the types of appropriate books available for children to read. The same can also be sent to school librarians for the same purpose.
- h) These services can be publicized also for more awareness for teachers and school librarians throughout the country particularly in the rural areas.

Philippines

PRESENT SITUATION OF READING PROMOTION ACTIVITIES IN THE PHILIPPINES

by Lydia P. Lalunio
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The most important indicator of literacy is the ability to read. This ability to read with understanding can spell the difference between life and death in our modern print - surrounded environment. For instance, an illiterate mother may cause the death of her child because of her ignorance and failure to comprehend instructions on a medicine bottle.

Obviously, advances in literacy and advances in economic development are interrelated.

Dunnar Myrdal in his book *Asian Drama* said that 'literacy opens avenues of communication that otherwise remain closed. It is a prerequisite for the

acquisition of other skills and the development of more rational attitudes. It is true that literacy cannot be the entire purpose of education even at the elementary level. But all the other elements in the complex of changes to be accomplished by education are related to literacy, though not in a simple and clearcut way." (Myrdal, 1979: 329)

The Philippine government recognizes this role of literacy in combating problems of ignorance, poverty, health and others. This is found in certain provisions of the constitution as well as in some policies of the Department of Education, Culture and Sports (DECS).

Despite the massive efforts in the Philippines to achieve literacy, the job of eradicating this problem still remains the main pre-occupation of many educational planners and policy-makers. Despite the Philippines' reputation for its high literacy rate, data from the National Census and Statistics Office (NCSO) show that as of 1980, there are still about 5.8 million Filipinos who can neither read nor write. This number may double every year if no corrective measures are instituted.

In this literacy campaign, the government focuses educative efforts on two sets of clientele, namely, children of elementary or primary school age who should be in school until they complete five or six years of schooling; and out-of-school-youth and adults who are the object of literacy, livelihood skills and values education programmes.

For clienteles in the formal classroom, efforts are being made by the government to reach the goal of providing a 2:1 book ratio. A textbook project with the close coordination between the Philippine Normal College and the Department of Education Culture and Sports (DECS) was launched to attain this goal.

To realize this objective, the Elementary Learning Continuum (ELC) containing all the subject skills in all the grade level was prepared. This was used as basis in teaching and in writing the textbooks. All of this was part of the long range plan in the New Elementary School Curriculum (NESC). At present, the emphasis is on the Secondary

Education Development Programme (SEDP). Reading was the main focus in this curriculum revision in the elementary and secondary curriculum. The objective was to make every Filipino child attain the basic and beyond skills in reading.

In college, education students working for BEED/Bachelor in Elementary Education and BSE/Bachelor in Secondary Education have Reading 1 (Developmental Reading) and Reading 2 (The Teaching of Reading) subjects to equip them the reading skills that they can impart to their pupils. Mistral courses with specialization in reading are offered to teachers to help them promote and develop good reading habits to their pupils.

For public school pupils, the problem is the lack of textbooks for those living in remote areas. With the change in the system of government, new textbooks are written with values education as the emphasis. Private book publishers cater to the private schools because they are the ones that can afford to buy the books.

For individuals who leave school before finishing elementary education and those who have never gone to school, literacy programmes could be an alternative strategy. The main objective of such programmes is to provide the participants with the basic tools of literacy and numeracy with which they can continue their learning largely by their own effect. It would be a "Learn to read in order to read to learn".

There are many innovative programs in delivering literacy and post-literacy or basic education. And these are being encouraged by no less than the fundamental law of the Philippines itself. Article XIV, Sec. 2(4) of the charter provides that "The state shall encourage nonformal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs."

Literacy program package addresses three need areas as follows: 1) basic literacy, 2) neo-literacy and 3) post literacy.

1) Basic Literacy

Learners at the zero level literacy need basic literacy intervention system.

The Department of Education, Culture and Sports (DECS), through the regional offices, implements the project "Mogbassa Kita" as its main intervention strategy for basic literacy training. This literacy scheme was first developed, tried out and found successful by no less than Senator Santanina Razul in Sulu, Cotabato and Zamboanga, areas where the literacy rate is below the national average. It advocates the use of phonosyllabic method, a teaching strategy which involves the use of sounds and combination of sounds as the learning unit instead of letters and combination of letters. This method makes use of the inherent phonetic nature of Philippine languages which allows one to one correspondence between written symbol and sound. This method has demonstrated that learning time can be reduced to at most three months after which the learner is able to read and write simple messages.

At present, there is a research to determine the effect of phono-syllabic, global method and electric approaches in teaching literacy classes. The study aims further to provide insights on the development of programs and projects geared to reduce if not eradicate illiteracy. One aspect of this research is the production of reading materials that support each teaching method.

2) Neo-Literacy

Learners who have just finished the basic literacy training are usually termed neo-literates. If not given opportunities to use the literacy skills gained, they tend to revert to illiteracy.

The Bureau of Nonformal Education (BNFE) with the help of the Nonformal Education Division of each regional office launched a project in setting up reading centers in places most accessible to NFE users. The centers have a modest collection of literacy materials which are acquired through a small yearly allocation or donations from private organizations and persons.

Two years ago, some 300 nonformal education personnel all over the country were trained in the development and production of neo-literacy materials resulting in the production of three kinds of materials which were subsequently translated to Pilipino, Cebuano and Ilocano. Afterwards, they were printed and distributed to the various reading centers. This year, BNFE sent two delegates for further international training in the production of materials for neo-literates. As a follow-up activity of this training two national seminars were conducted resulting in the adaptation of some of the Asian Cultural Center for Unesco (ACCU) materials for neo-literates and their translation into five major Philippine languages. These materials consisted of charts, posters, comic books on topics considered priority for rural and/or developing areas, like electricity, water, waste disposal, sanitation, gardening and first aid.

3) Post Literacy

Program activities relating to post literacy are intended to continually support and enhance literacy skills. These are mainly in the areas of livelihood skills development and related programs like dressmaking, carpentry, culinary arts, animal raising, etc.

Several non-government organizations have likewise been conducting literacy programs. Among these are the Summer Institute of Linguistics (SIL), Educational Research and Development Assistance Foundation (ERDA), International Institute of Rural Reconstruction (IIRR), and Philippine Rural Reconstruction Movement (PRRM).

The Philippine Normal College, the country's premier teacher training institution works closely with the DECS in offering training courses for nonformal educators and trainers. Both long term and short term courses are offered to train the literacy-trainers on effective literacy strategies and production of literacy materials.

Likewise, the Philippine Normal College (PNC) Chapter of the Philippine Association of University Women (PAUW) launched a Literacy Project in three

depressed areas around Manila. The project aims to provide basic literacy and livelihood skills and thereby promote good reading habits to make them effective member of society. The clientele were mostly housewives and out-of-school youths. The professors of Philippine Normal College shared their expertise in teaching basic literacy skills integrated with occupational skills and values education.

Problems and Proposed Solutions

No less than the Director of the Bureau of Nonformal Education, Dr. Remigio P. Romulo admitted the big problems that are encountered in the implementation of literacy programs.

First, there is a dearth of NFE fulltime teachers who will respond to the needs of geographically and "socially" isolated clientele. Teachers implementing the NFE programs, including the handling of literacy classes, are mostly teachers of the formal system and because of their load, they are unable to fully attend to NFE instruction and supervision of projects.

Second, adequate funding for literacy and other NFE courses is necessary, especially for the payment of honoraria of NFE teachers and other implementors of the project. Not all provinces cities and municipalities can appropriate certain amounts for the organization of literacy and other NFE classes.

Third, there is a need to coordinate closely or complement efforts of government organizations (GOs) and non-government organizations (NGOs) in the implementation of literacy and other NFE projects.

Fourth, increased instructional materials in different levels of literacy is likewise necessary. Translation of these materials to other Philippine languages as needed by the clientele poses a problem, too.

Fifth, in certain areas, difficulty in the recruitment of clientele for literacy classes is a problem since they do not want to be identified as illiterates.

The following solutions are proposed to help solve these problems.

1) To solve the lack of trained literacy teachers, coordination can be made to colleges and universities offering education courses to ask the students to render service to the clientele. These educational institutions can adapt a place where they can help the government in the literacy campaign. Likewise, retired teachers and socio-civic spirited laymen can be asked to participate in these literacy projects.

2) The help of the national government and private organizations both local and international can be sought. Private companies and factories can be requested to help solve this problem especially if the occupational skills taught by the NFE trainers are needed by the company for their employees.

3) Someone should be designated to effectively coordinate the networking of all literacy activities undertaken by the GOs and NGOs. A literacy bill to this effect has been filed in Congress by Senator Razul. These NGOs can be encouraged to go to new programs related to literacy or go to other places where they are most needed to insure complementation, economy of scale to agencies concerned and avoid duplication or unhealthy competition.*

4) For the lack of reading materials, private publishers can be invited to get involved in "Adapt a Barangay Reading Center". They will be responsible to provide reading materials for the neo-literates. A "Basic Literacy Textbook Call" for private publishers can be launched to encourage private publishers to take part in the literacy campaign. The best literacy book can be adapted by the DECS for nationwide use in promoting reading habits.

5) To solve the lack of interest in attending literacy classes, instructions and materials are integrated with functional occupational skills. Because of the diploma/certificate-oriented syndrome of the Filipinos, an alternative learning system can be proposed whereby there will be a comprehensive equivalency and accreditation scheme for learners/clientele of these alternative learning systems. This will not only bring down the cost of education but will also attract the

clientele to attend literacy classes. An equivalent certificates given in formal schooling. Furthermore to avoid social bias, this alternative system can be opened to all and not only to the deprived sector of society as the most common stigma given to NFE clienteles.

The changing manpower needs among migrant workers that will require skills retraining can be an aspect that needs further study. The promotion of good reading habits and values education are the skills needed by these clienteles.

With a more concerted effort in implementing the proposed recommendations it is expected that more substantial results in promoting literacy in general, and reading habits and book development in particular will be realized in the succeeding years.

FUTURE PLANS FOR PROMOTION OF READING HABITS IN THE PHILIPPINES

As the officer-in-charge of the Reading Department of Philippine Normal College (PNC), the insights I learned from the ACCU Training Course on Reading Promotion and Book Development impud in me a sense of responsibility and a commitment to do my best effort in promoting reading habits in my country.

The Philippine Normal College works closely within the Department of Education, Culture and Sports (DECS) in educating future teachers and in updating teaching competencies of educators in the field through offering graduate courses and holding national seminars and training workshops on innovative strategies and trends in teaching. The New Elementary School Curriculum (NESC) and the Secondary Education Development Program (SEDP) of the DECS give emphasis on the teaching of reading, literature is the focus in teaching this subject. Hence, this training course on reading promotion is very timely. And since the PNC acts as the centrix in training teachers, reading promotion will have a brighter future. In this big undertaking, the PNC Reading Department faces a great challenge. As part of PNC, it is committed to do research, teaching and community service.

Research and Literacy Center

As a research center, a research proposal on the setting-up of home libraries in an urban and rural setting will be prepared and submitted for approval of authorities concerned. The objective of this study is to find out how reading habits can be promoted in rural and urban communities through the home libraries. This will be a joint project of the PNC Reading Department and Library Department with the cooperation of local officials, school staff, Parent-Teacher Association and other personnel/agencies. Children's books written in Filipino and English will be borrowed from the library, teachers, parents and other volunteers. Students and staff of the Reading Department and Library Department will coordinate with parents who arrange these home libraries. Meeting the target users of the home library will be once a week.

There will be two projects of the same design and procedure. The first as mentioned above is concerned with children using the home library in urban and rural setting the second one is a home library and used book mobile for adults and out-of-school youth who are neo-literates. These are people who have acquired the basic skills in reading but if not given the right practice and the necessary reading materials, they might revert to illiteracy. They will also meet once a week and their reading materials will include livelihood skills training. It is hoped that through this study good reading habits will be promoted. The use of kamishibai will develop among the children an early love for literature and this can be imparted to their parents. Since English and Filipino books will be used, the nation's aim of propagating two languages i.e. the maintenance of English and intellectualization of Filipino will be realized. As part of this study, literacy materials for both children and adults will be developed.

Findings and observations of this research project will be published. DECS officials, outside agencies, publishers and multi-media personnel will be requested to observe the positive effects of the home libraries to the promotion of good reading habits. This step will encourage the DECS, the public libraries and other concerned private agencies to adopt the bunko/home library idea in the whole

country.

Training Center for Teachers and Student Centers

As a training center of future teachers, the PNC Reading Department offers Reading courses to college or undergraduate students. They are trained to write abstracts, summaries, book reviews and write good lesson plans using interesting and effective techniques in teaching reading. They are encouraged to get involved in storytelling, booktalks, readers theaters. Organizations like Reading Circle and Book Lovers Club train them to plan and implement reading promotion activities.

These students will apply these skills when they go to their practice teaching courses in the Laboratory School Department of PNC under the supervision of Supervising Instructors and Professors. Thus, the Reading Department works closely with the school head, teachers, and librarian of the Laboratory School in their supervision of reading promotion activities of both students and children. These training experiences for student teachers prepare them to be good reading teachers in the future.

Meanwhile, school heads, teachers and librarians of the PNC Laboratory School are invited to help encourage parents through their PTA to organize home libraries. These home libraries organized by parents of Laboratory school will then serve as models for other home libraries to be organized in the country. Other colleges and universities offering education courses can emulate this set-up in PNC.

Training Center for Teachers

Seminars and workshops on promotion of reading habits using home libraries/bunkos will be conducted in PNC. The Laboratory School Bunko project will be used as a model. Reports on the researches done by the Reading Department in the setting-up of home libraries for children and adults in rural and urban areas will be taken up in these seminar-workshops. There will be lecture-demonstrations in the use of Kamishibai, puppetry and other techniques in reading promotion. A close coordination with the DECS will be made so that training of teachers will be done in the national, regional and local levels.

Promotion of reading habits among neo-literates will be another aspect of training and this will include helping literacy trainers in teaching strategies and preparation of literacy materials. It is highly expected that Filipino literature and livelihood skills will be promoted in this way.

Teachers who take up graduate courses in Reading will be encouraged to conduct studies related to reading promotion in their respective schools and localities. They will be advised to try-out storytelling techniques and other innovative techniques that will develop among children a love for reading good books. Involvement in bunko/home libraries will give them good topics for research study.

Community Involvement

Because of the active movement in reading promotion to be led by PNC, publishers and writers will be encouraged to write and publish good books for children. They can be requested to promote their publications in school through book exhibits, booktalks and similar activities. They can even donate books to school libraries or home libraries. Some publishers can adopt a village library with the help of the school and local officials.

Professional organizations of teachers and librarians, other socio-civic, educational and religious associations in local, national and international standing can help sponsor reading contests, poster-making, book programs or seminar-workshops for media personnel, publishers, authors, school personnel and parents on topics geared to development of reading habits. Furthermore, ACCU through the Unesco branch in the Philippines can help support and monitor these reading promotion activities for both children and adults.

Radio, TV, newspapers and magazines can help advertise bunko movement projects, village libraries, seminars-training workshops, interviews of reading authorities/writers/teachers and organizations involved in the reading activities to promote reading, hence the help of these media personnel will be sought.

Conclusion

This whole network of activities related to promotion of reading habits as cited

above is a great task. It requires the cooperation of all concerned; but with all eyes focused on the same goal and imbued with the high spirit of service, success will not be that far. The journey may be long and difficult but the first step has to be made. This is a challenge, I am committed to accept.

Republic of Korea

PROMOTION OF READING HABITS AND DEVELOPMENT OF BOOKS

**by Ki Young-nae
Youl Hwa Dang
Publisher Co.**

In the course of a human being's growth, the juvenile period is often called 'the mental weaning period'. Therefore, it may be said that their future depends on how the juveniles move towards the formation of self at such an age.

The most powerful influence affecting the juveniles in such an important period for the formation of self is the culture of the society.

In these days when industrial society is progressing so rapidly, the majority of people listen to and watch mass media that is easily accessible. Thus, most of their leisure hours are occupied by watching television, listening to radio and reading newspapers and magazines, etc.

First of all, summaries of several remarks made by juveniles concerning the problems of reading books are as follows:

It was revealed that pressure of study (58%) was the main problem, and the next was that they were 'Unable to buy or borrow the books they would like to read' (12%), and 'Unable to understand which books would be good for reading' (7%) and the like.

In the larger cities (excluding Seoul), a high proportion of students cited 'pressure of study' as being the main problem, and the majority of them were in the higher grades, both in middle and high school. On the other hand, in the smaller cities,

the higher proportion indicated as the main problem the fact that they are unable to buy or borrow the books they like to read. In this context, a summary of the principal obstacles of students reading books, in the opinion of their teachers, is as follows:

They considered the main problem to be the educational reality of exclusive orientation towards entrance examinations (about 73%) followed by TV (about 16%) the lack of concern by students (approximately 6%).

Secondly, the actual situation regarding libraries where reading books would be possible is described below:

According to the "Statistic Report on Libraries in Korea" surveyed and announced by the Korea Libraries Association, the total number of libraries throughout Korea as of April, 1988 was 6,756. Among them, 6,329 (93.6%) were school libraries including university libraries while public libraries numbered a mere 175.

According to the book stock numbers furnished in the libraries, the school libraries possess 45,979,000 books, and the public libraries 410,300 (excluding the national central library and the national assembly library). In the case of the public libraries, which are more important in that they are used by the general public, it was revealed that the users per library totalled 240,081 and users per seat 474, therefore the number of books used per person come to no more than 0.098. Therefore, it is essential that the efforts of the authorities concerned to expand the necessary facilities should be intensified.

To look at the situation of publication in the 1980s, among the newly-published books of some 184,000 kinds during the period of 10 years, 67% of them were reference books.

Although the number of publishers totalled 4,726, not all of these publishers necessarily fulfill their functions. For example, in 1988, out of total of 4,397 publishers, more than half of them (50.6%) did not publish even a single book, while 28.3% did publish 1-5 kinds of books. On the other hand, only 3.9% (179 publishers) published more than 50 kinds. These tendencies could be due to a new

generation of publishers being registered.

Following are the proposals recommended by the publishers: (1) specialization in juvenile books (2) the restraint of low quality publications exclusively concentrating on making a profit (3) it is necessary to keep the prices of books down so as to enable the students to easily procure them. (4) to publish books that can be of help to the students (5) to carry out reading campaigns (6) to improve the quality of editing and bookbinding of juvenile books, and so forth.

In order to promote reading education: (1) to reform the educational system so there is less concentration on the entrance examination (2) to improve and strengthen reading guidance in schools (3) to create a social atmosphere (4) to expand the utilization of library facilities (5) political support is needed.

Finally, it is high time that the direction of educational policy concentrated on qualitative rather than quantitative growth, and publishers should make efforts to realize this goal.

It is therefore required that there be qualitative improvement by the libraries in their choice of books and that a campaign to promote good books should be actively pursued at the same time.

For example, the Publication Culture Association should make all-out efforts to distribute good books through selecting both juvenile books and the books recommended by the Ministry of Culture and Information. Large bookstores such as Korea Educational Insurance Book Store have been currently endeavouring to promote good books by offering a prize for book design.

PRESENT SITUATION AND PROBLEMS OF CHILDREN'S READING PROMOTION ACTIVITIES IN KOREA

**by Oh Jung
Korea Froebel
Publisher Co.**

The publication of children's books has shown an explosive increase since 1979, the year for the children of the world, as a turning point in its advancement. Currently about 22% of the total publications fall into the category of children's books, which, hence, may be said to comprise a most important share of our publication.

Also, for this period, the market for children's books has begun to diversify, and the publication of domestic creations has started in earnest. Now, sub-classifications of 'books for young children' etc. according to editing processes classified by age are being conducted. Besides, there also appear some kinds of positive transfiguration: for example, 'philosophical juvenile stories' for children are actively being published.

But, the problem lies in the fact that whereas the market for children's book publications has increased in relation to the size of the reading population, the quality still leaves much to be desired.

Thus, movements to promote desirable children's reading habits are being introduced as follows:

The Children's Library of Seoul opens a 'reading class' five times a year under the management of the National Central Library. For children in the 3rd to 6th years of elementary school, how to read, how to write after-reading impressions, how to use the library, how to select books, how to write on manuscript paper etc. are taught from the viewpoint of everyday reading practice.

Also the 170 public libraries of the nation are holding 'reading classes', making the best of such opportunities as the summer and winter vacations as

circumstances require. Beyond that an 'after-reading impression writing contest', 'composition contest' etc. are also held. And, in addition, as reference books to guide readers, 'Children and Reading', 'Reading Education' etc. are being published.

Since 1976, the Korean Publishers Association has appointed May 1st - 7th as 'a week for children's reading': This aims to increase social interest in children's reading, and to provide them with good books.

During the same week, such events as a 'children's book exhibition' 'memorial seminar', 'book collection for the children of remote islands', etc. are held.

And, some pointers concerning reading material, reading environment, and reading education are suggested through seminars so as to contribute to uplifting the national interest.

Although, in addition to the mentioned movements, religious institutions are also implementing reading programmes, there is much room for improvement due to the lack of close relations between the family, school and library.

Major Problems Which Become Obstacles Preventing Children's Reading Habits

Parents or teachers suffer from difficulty in selecting recommendable books for children, chiefly for want of children's book information.

There is a shortage of libraries for children in general. Most publishing companies are concentrating on publication for commercial purposes.

There is no institution or system at governmental level that can act as a necessary centripetal force for the reading movement.

Action Plans for Promoting Reading Habits

Some educational programmes aimed at parents, teachers and librarians should be formulated. Catalogues of good books should be drawn up and distributed to families so that parents might be able to recommend more appropriate books to

children. Also, in school, some course that demands teachers' further knowledge of essential children's books should be included, and separate class hours for students' reading practice should be apportioned into the curriculum, so that the importance of reading education might be recognized.

Publishing companies have to extirpate/reject publications of purely commercial orientation, have to recognize that the content and quality of the book determines the child's reading habits, and have to develop such books as conform to the changing developmental levels of children. For this are required charming and interestingly designed books which can engage children's interests; having experts, who have studied 'child psychology' and 'colour effect' professionally participate in publishing; and assistance and concern for prominent illustrators and designers who have majored in child education.

Children's libraries need to be managed in such a manner that they be places of community life to which more children can easily gain access through systematic activities and facility-enlarging processes, supported by political assistance. Effective reading movement campaigns that promote our recognition of the concept of children's books and the importance of reading should be carried out by means of such mass media as radio, T.V. and video.

An institution at governmental level, which can implement a positive reading education policy and be fully responsible for it, is needed for the solution of these problems.

Sri Lanka

BOOK DEVELOPMENT PROJECTS AND PROMOTION OF READING HABITS IN SRI LANKA

**by Upali Amarasiri
Sri Lanka National
Library Services Board**

Sri Lanka has a number of state and private organizations which are actively

involved in the promotion of reading habits in the country.

State Organizations

1. National Book Development Council of Sri Lanka

The National Book Development Council (NBDC) of Sri Lanka was set up in 1974. Prior to 1972 the 'Ceylon Book Trust' (established in 1958) was entrusted with the responsibilities of the present NBDC. In 1974 the Ceylon Book Trust was converted to the present NBDC by changing its structure as well as giving it more responsibilities.

The NBDC has been active in the field of book development during the last 15 years.

The main activities of this organization are:

- Publishing of children's literature.
- Organizing workshops, seminars and training courses for persons in the field such as writers, publishers and illustrators.
- Organizing exhibitions and other activities related to book promotion.
- Holding of annual competitions and the distribution of awards to winners.

Although the NBDC is presently performing some important tasks in the field, there is a general feeling among the public that its performance is lacking and is not upto expectations. A number of organizational defects hinder its progress. Prominent among these are that as an organization it was not provided with adequate powers or financial resources to carry out the numerous responsibilities assigned to it. Also the staff of the NBDC is limited to just four members. The only professional post in the organization is that of the Director. During the past couple of years this post has been filled by a professional who works only on a part time basis. The present Government has taken note of these defects in the organization and is presently considering the necessary remedial measures.

2. Library Services Board (SLNLSB)

The SLNLSB was set up in 1970 with wide powers to develop the library services of the country. 'Developing Reading Material' is one of its basic responsibilities. The SLNLSB is engaged in the following activities with a view to developing reading habits in the country.

- Establishing the National Library of Sri Lanka.
- Developing a National Library Service.
- Improving of school, public, departmental and special libraries in the country.
- Book publishing and distributing programmes.
- Holding of book exhibitions.
- Sales of books at specially reduced prices.
- Conducting workshops, training programmes and seminars for librarians, writers, publishers and others involved in the field of book development.

The SLNLSB is actively involved in developing library services in the country. The National Library of Sri Lanka which is the apex organization of the country's library system has just been set up. It assists all types of libraries in a number of ways - in setting standards, giving professional advice, distributing books and other library materials and conducting training programmes for librarians.

The Book Publishing Programme is one of the most successful projects of the SLNLSB. This programme is considered to be the best State assisted publishing programme to be implemented in Sri Lanka.

Under its Book Distribution Programme the SLNLSB distributes a large number of books among small school and public libraries which do not have the required financial resources to purchase books. During 1987 and 1988 over 250,000 books were distributed under this programme.

3. Education Publication Department

The Education Publication Department concentrates on printing and distributing school text books and other relevant material to school children. Every school going child in Sri Lanka receives free text books from the government. The present population of school children is about four million and more than 20 million text books are printed and distributed annually by this Department.

4. Publishers Associations of Sri Lanka

Publishers in Sri Lanka are organized under two publishers associations. They are the Sri Lanka Book Publishers Association and the Publishers Association of Sri Lanka. They are actively involved in activities related to promoting reading habits in the country. Presently their major activities are

holding exhibitions, conducting seminars and workshops and maintaining a dialogue with the Government on various issues pertaining to the subject. These two associations act as pressure groups in this field.

5. Sri Lanka Library Association

Established in 1960 the Library Association is mainly engaged in education activities of librarians. A part time training programme for librarians is conducted by this Association.

In addition to the above a number of Non-Governmental Organizations too are involved with promoting reading habits in Sri Lanka. The Sri Lanka Centre for Development Studies - popularly known as the Marga Institute has a special publishing scheme for school children apart from its main publications project which concentrates on subject areas pertaining to development studies. There are also a number of foreign agencies and institutions maintaining libraries in urban areas, especially in the capital city and these are well patronized by readers from all walks of life.

6. School Libraries

The school library sector in Sri Lanka is still rather weak. Although there are about 10,000 schools in the country only 25% of them have library facilities. This is a major drawback in developing reading habits in the country. Presently the SLNLSB has launched a major school library development project in the country with assistance from the Central Government and the Provincial Administration. Activities of the SLNLSB under this programme include opening of new school libraries, distribution of library books and equipment, training school librarians, formulating library standards, book mobile service and book exhibitions.

7. Public Libraries

Public libraries play an important role in the development of reading habits in the country. With the introduction of the decentralized administration the organization of public libraries have also undergone a change. The SLNLSB has just introduced a new public library development plan at provincial level. The highlights of the plan are:

- Provincial library authority
- Library legislation at provincial level

- Compulsory financial allocation for libraries
- Central provincial library as the centre of the provincial library network

Most of the drawbacks of the present library systems are expected to disappear with the implementing of the new system.

Role of ACCU in Developing Reading Habits in Sri Lanka

During the last two decades the ACCU has played a significant role in developing reading habits in Sri Lanka. A considerable number of persons attached to Government departments and institutions as well as the private sector have benefitted by following training programmes in this field conducted by the ACCU. These persons have organized seminar, workshops, exhibitions and other activities with the knowledge and expertise gained at the ACCU. Information of the most recent developments in the field and in other countries in the region are given in the ACCU's newsletter ABD and other occasional publications. This helps Sri Lanka to formulate its own programmes and strategies in the field.

Problems Hampering the Promotion of Reading Habits in Sri Lanka

The major problems can be listed as follows:

- Scarcity of reading material
- High cost of reading material
- Weak distribution network
- Examination oriented teaching/learning
- Negative attitude towards reading
- Weak promotion activities
- Defects in the main State organizations responsible for book promotion
- Lack of encouragement and motivation from teachers and parents
- Weak publishing industry
- Inadequate purchasing power among the public
- Lack of a coordinated effort to interest the public on the value of reading
- Dearth of talented writers

Book Development Project of the SLNLSB

As an official attached to the SLNLSB I like to give you the details of the projects on promoting reading habits in the country presently implemented by the SLNLSB.

The project which is referred to as the Book Development Project of the SLNLSB was started in 1984. A considerable deterioration in Sri Lanka's publishing industry is evident during the latter part of the 1970s and the early part of the 1980s. The high cost of paper and printing material, the monopolizing of the industry by a few publishing houses and the shrinking market made publishing prohibitive for many writers. The publishers blamed this situation on the Government decision to print school text books. Prior to this, publishing and selling of school text books were handled by the commercial publishers. This brought them a considerable profit. This enabled the publishers to divert a part of this profit as capital for publishing other reading material some of which were not commercially viable. At the same time book stores were well patronized by the public due to the availability of text books and the public tended to buy other reading materials at the same time as well.

The main features of the Book Development Project of the SLNLSB are as follows:

1. The writers or publishers can submit manuscripts for consideration.
2. There is no limit of the subject or scope except in a few categories; e.g. books on question and answer form, school text books etc.
3. Manuscripts in all three languages; Sinhala, Tamil and English are accepted.
4. Each manuscript is sent to a competent person for the purpose of obtaining a comprehensive report. The identities of the author and the reader are kept strictly confidential.
5. Based on the report given by the reader a decision on the manuscript is taken by the Book Development Committee of the SLNLSB. This committee consists senior officials of the SLNLSB as well as leading and recognized personnel of various disciplines. The committee accepts, rejects or sends the manuscript back to the author for revision. The report of the reader giving the suggested revisions is sent to the author along with the manuscript. The manuscript is accepted by the committee only when it is satisfied with the revisions made on the

manuscript. On the other hand if the suggested revisions are not accepted by the author he is given an opportunity of explaining the reasons to the committee.

6. The accepted manuscripts are next handed over to the printing committee of the SLNLSB. This committee consists of five members who are well versed with the technical details of book production such as printing, designing, illustration, etc. This committee is entrusted with laying down the standards to be adhered in printing.

The SLNLSB has laid down some standards which are compulsory for all publications assisted by them. These include printing on high quality white paper, wire section binding, covers of high quality art board, three colour print on the cover, pictures of high quality (if any) and the adherence to the accepted standards in arranging the title page, ISBN, etc. The author is at liberty to discuss and clarify these standards with the printing committee. The SLNLSB insists that all publications under this project should follow these high standards. Upon setting the printing standards the printing committee decides the pricing of the book under consideration.

7. Thereafter an agreement is signed between the SLNLSB and the author or publisher of the book. Under this agreement the SLNLSB agrees to purchase 1,000 copies of the printed book or copies to the value of Rs. 25,000/- whichever is lower, once the printing has been completed. Once the book is printed the publisher is required to submit a sample copy to the printing committee for its approval. After obtaining the approval the author or publisher is required to deliver the rest of the books to the SLNLSB and obtain the grant.

Under this project the SLNLSB annually assists 100 to 125 publications. This is considered to be a considerable number in a small country like Sri Lanka. Presently about 600 books have been published under this project and this is considered a tremendous boost to the local publishing industry.

The benefits of the project do not end here. The books purchased under this project are distributed free of charge among all school and public libraries. About 250,000 books to the value of about Rs. 8

million (US\$200,000) have been distributed among rural and economically weak libraries in 1987/8. This has made a great impact on the development of reading habits among school children and the rural population.

Another benefit of the project is that due to the high standards of the books published under the project, the commercial publishers also have been compelled to improve their standards. With the increased competition prices of books have also declined. Other state organizations such as the National Book Development Council, the State Printing Corporation and the National Institute of Education also began publishing books after observing the success of the project of the SLNLSB. They also offer to publish books of high quality which are low priced.

The SLNLSB was selected as the National ISBN Agency which helped to improve its stature in the field. The SLNLSB selects books published under this scheme and awards prizes annually under the categories of best novel, best short story book and best children's book. Awards are also given to the best cover, best design, best illustration, etc. This helps to maintain a high standard and is an encouragement to all sections of the book trade. The high standard of the publications of the SLNLSB is evident by these publications receiving most of the coveted state literary festival awards since 1985. 1988 was a very successful year as all the state literary awards were won by publications of the SLNLSB.

Yet another important aspect of the project is that the 'Expert report' on the manuscript, enables the writers to get very valuable suggestions to improve the quality of the books. At times they are made to revise practically the whole manuscript. This is extremely valuable to young authors as it helps tremendously to improve the quality of the book.

Through the Book Development Project the SLNLSB has introduced about 100 new authors to the local readers and the book world. This has led to the discovery of a large number of hitherto unknown authors who had up to now remained an untapped human resource of the country. Without assistance from the project the majority of them would never have had an opportunity to become writers. Presently most of them have established themselves as writers and

are able to publish their books without the assistance of the SLNLSB or other such institution.

As part of the project the SLNLSB conducts seminars, workshops and short term training courses for authors. At these seminars experts discuss various aspects of writing, publishing and printing. These are considered to be of immense value to authors to improve their writing abilities.

The SLNLSB intends to expand the project further in the future. Presently the Book Development Council is housed in the SLNLSB building and the two organizations work very closely to improve the Book Development and reading habits in Sri Lanka.

PLANS OF PRACTICAL ACTIONS FOR PROMOTING READING HABITS IN SRI LANKA

Since I am working in the National Library of Sri Lanka or at the Sri Lanka National Library Services Board, my plans for practical actions will be centered in the National Library of Sri Lanka.

The Sri Lanka National Library Services Board is already engaged with a number of publishing, book distribution and reading promotional activities besides the library work. I hope to expand and strengthen these activities and start a number of new activities too.

We have just moved into the New National Library of Sri Lanka. Therefore the main task I am concerned is to organise and strengthen the National Library. We would like to have a strong National Library to give the leadership in Library, book development and reading promotional activities. I hope to complete the organising activities of the National Library by early 1990. After that we intend to introduce new National Library Act which gives more power to the National Library clearly defining its activities. Then the National Library will be able to give a proper leadership in the field.

There are a number of national level organisations doing various kinds of reading promotional or allied activities. National Book Development Council, copyright office, educational publication department, associations of publishers, book sellers, librarians etc. We intend to co-ordinate all

these activities and avoid duplications overlapping.

Then we would consider formulating national level planning in the field. Consulting all the national level organisations we are to formulate a short term national plan as well as a long term national plan and identify the role and activities of each organisation in this plan.

As the National Library, our main concern is on the development of library services in the country. We will take the leadership of introducing library legislation and formulating library standards. This will facilitate an active and strong library service. Since the provincial councils have the power and responsibility over school and public library services, we will advice and assist them in formulating library legislations and standards.

Provincial level we intend to introduce central provincial libraries. These central libraries will be the local points of the provincial library services. School and public libraries and other libraries in the provinces will be greatly benefitted by the central library service.

One of the major draw back of the library service in Sri Lanka is that the service has not been user oriented. We will try to change this attitude through training programmes and library standard. we hope to develop a user oriented library services which will directly cater for the needs of the users.

National Library is already engaged with publishing activities. We hope to expand it by publishing more and quality books. Other than this we hope to translate and publish appropriate ACCU materials too.

We have a leading role in book distribution in Sri Lanka. We provide readers free of charge to many libraries. We want to develop and improve this service by providing more books to libraries. We will open a separate 'book center' attached to the National Library where cheap and quality books are available.

Present training center for librarians, publishers, writers etc. will be strengthened.

More reading promotional activities will be organised. Book exhibitions, book fairs,

poster campaigns will be organised.

We intend to use mass media especially the T.V. as a reading promotional media.

Thailand

READING AND READING PROMOTION IN THAILAND

**by Supanee Varatorm
Chulalongkorn Univ.**

In Thailand, although books were introduced over hundred years and library services began over 50 years ago, they have had a slow development. Not until 1977, the International Book Year, was, there much improvement in book production, in promoting reading and in providing library and information services to people.

People in the city and suburban areas have better opportunities to read than those in the rural areas because books are easy to obtain. Unfortunately, television and radio, which are rivals of books are wide spread and very influential on them.

To increase the production of good reading materials and due to the shortage of good reading materials for children many government agencies and associations have taken part in the promotion of good books and reading. Many good children's books were published and distributed to schools and libraries. Awards and prizes were given to outstanding authors and publishers of many kinds of books for all groups of readers. The major government bodies concerned with these activities are the committee for Reading Materials Planning Project at Pre-School Level and the National Book Development Council of the Ministry of Education.

An important activity for promoting good books and reading is the annual award for best books of all kinds during National Book Week. Besides government agencies, some associations and private enterprises also take part in the promotion of books and reading by organizing book contests (especially for children's books), exhibitions, book fairs, and radio and television programs for children. An outstanding one among these bodies is the Child's Mass Media Promotion Project. This project organizes seminars on how to

produce good material for children's programs and also gives annual awards for the best radio and television programs for children. With the cooperation of the enterprises that sponsor the programs and with support from the government, more children's programs have been initiated and many good programs are now being produced.

One important method to promote reading is by providing library services. Three major types of libraries in Thailand that provide reading materials and services to people both adults and children are school, public and national libraries. These libraries organize various kinds of activities to promote reading among people as library week, book talks, story tellings, exhibitions, reading contests, quizzes and puppet shows. School libraries also provide hours for instruction to the use of books and libraries to promote children to read and to help them benefit more from reading.

In the rural communities, the promotion of reading among people is done through village reading centers and book mobiles units.

The village book reading center is a small library service unit designed to serve people in the rural areas to prevent them from becoming illiterate after finishing schools, to keep them informed and to promote reading. The collection usually consists of at least two newspapers and some other reading materials which always comprise donated books and magazines, and sometimes children's books.

The mobile library in Thailand is a way to bring book and reading materials to those who would otherwise have no opportunity to read or use the library. Mobile libraries are provided for people in rural areas and for some disadvantaged groups of people in the city, such as those living in slums and workers in factories. Form of the mobile unit varies according to the area served. As a result there are book mobile by boats, automobiles and motorcycles. Boats are used in some provinces in the central part of the country where rivers and canals are used for communication. Automobiles are used in Bangkok and motorcycles in rural areas. In areas where there are no roads, book bags are hand-carried. Although the service is popular, without sufficient financial support, the service which is time, money and energy consuming, is

sporadic.

The promotion of reading among people in Thailand is now in progress especially among children. This progress is resulted by an increased awareness of the importance of children to the country's future and by the many projects initiated and carried out by both government and private organizations. However, there are still many obstacles that affect the success of their efforts.

Activities in Promoting Reading Habits

I have participated in various kinds of activities for reading promotion. They were library visits with children's programs, children's book exhibition, slide/tape production on children's reading and stories for children and radio program. All these activities were done on voluntary basis. Some programs were supported by Chulalongkorn University. The activities that were considered successful were the radio program and the children's books exhibition. The programs that were not successful were the library visits.

Successful Programs:

1. Radio Program "Worthy Reading"

In 1986, I had initiated a radio program for the promotion of reading and reading habits among people both children and adults. The name of the program which clearly conveyed its purposes and scope was "Worthy Reading" or "Am Hai Kum" in Thai. The program was supported by the Continuing Education Project of Chulalongkorn University and was broadcasted on the university radio station every Sunday morning for six months. The program consisted of 26 topics on books, authors, groups of readers and reading. Each topic corresponded with either an event of the year or the people's interest of the time. As head of the project and coordinator of the program, my responsibilities covered the preparation of the topics, the selection of guest speakers and the person to be interviewed, the writing of scripts, and was also an interviewer and narrator for half of the topics in the program.

The reasons for considering the radio program "Worthy Reading" as successful were as follows:

a) The coverage of the program was wide enough to make it interesting to all groups

of people. The feedback from the audiences showed that the program was interesting and the radio station had offered an extension of the program.

b) The speakers and the person interviewed were carefully selected to suit the topics. They must be expert or key person on the topic so that they could give the best information on the benefit of the audiences. On the other hand they would realize the importance of reading and reading promotion more than they ever did before.

c) The guest speakers and the person interviewed in the program were famous persons. Some among them were national award winning writers, best seller translator, national artist, scholar, physician and senior government officer. The fact that these persons were willing to participate in the program implied that they had realized the importance of reading and reading promotion.

2. Children's Books Exhibition

In 1986, I had organized an three week exhibition on children's books in the name of the Department of Library Science in cooperation with the A.U.A. Library and the USIS.

The children's books exhibition was considered successful for these reasons:

1) It could aroused widespread attention. Over thousand of people, adults and children had joined in the program. News on the exhibition was reported in a newspapers and some part of the scripts were published (with permission) in a magazine.

2) It stimulated the administrators of the faculty and the university to pay more attention on the role of promoting reading habits as one of the institution's duty in serving the public.

Obstacles

1) The major obstacle in organizing the children's book exhibition was short period and rigid hours of opening according to an official hours which deprived some groups of people from attending the exhibition.

2) The exhibition of foreign books of very good quality although were very attractive could also discourage some people to read Thai books which were inferior in quality.

3) The need for man power to prepare the exhibition. This obstacle would be the

most serious if the program was not performed under the cooperation with the other agencies and was without students volunteered to do all kinds of works assigned.

Unsuccessful Programs:

The visits to libraries

The visits to school and public libraries were organized occasionally as part of the courses: public libraries, reading and readers and children's literature. Some of the library visits were done when I was a member in the committee on "The Book Bank Project" under the Higher Education Women's Association of Thailand. The visits usually accompanied by children's programs such as story telling and puppet show and books as gifts to the libraries.

These activities were considered unsuccessful in promoting reading habits for these reasons:

1. The visits were occasionally done so they were inconsistent that made it difficult to evaluate for any improvement.
2. There was no primary study on reading interest and needs of the people in the area which might not be the same as what had known.
3. The technical problem in organizing an activity is an over crowded atmosphere. The people in the provinces especially the children were interested in the program so much that too many of them participated in the programs which resulted in crowded atmosphere that was unpleasant and very difficult to control. To solve the problem, the children were divided into groups and having one student to handle them by story telling, book talk and games.

Despite these problems, the activities were very useful for training students on the works of reading promotion.

PLAN OF ACTIONS FOR PROMOTING READING HABITS IN THAILAND

Present situations of reading habits in Thailand

People in the cities and suburban areas have better chance to read than those in the urban or rural areas because books are easy to obtain. However, television and radio are also widespread and influential on them.

Some major problems in reading promotion in Thailand which are similar to

those in other developing countries are the inadequacy of good reading materials for all groups of people, inadequacy of library and library services especially in the rural areas, insufficiency of reading promotion among children by teachers and parents.

Regarding the reading situation in Thailand which still confront many problems, as a university lecturer with some experience in doing research & survey, writing, and radio program production, my plans of actions to promote reading habits are in 2 features, 1st - my own activities and 2nd - suggestions to other groups and institutions.

My own activities

I plan to carry on activities for reading promotion in 6 aspects.

1. Researches and surveys on reading materials needed by various groups of readers.
2. Organizing workshops or training courses on the production of new reading materials such as cloth-books, kamishibai and books for neo-literates, and on reading programs for children such as a paper play, story telling and book talks.
3. Organizing exhibitions to stimulate the production of good reading materials for some group of readers who are handicapped, for example children and the neo-literates and to promote reading among them.
4. Writing articles on books, reading and reading promotion activities and book reviews for journals and newspapers to stimulate reading among all groups of readers and among those who are involved in these fields.
5. Producing radio and television programs for reading promotion in cooperation with academic institutions and associations.
6. Producing various kinds of reading materials for children such as picture books, translation of classic works and awarded books for children, cloth-books and kamishibai based on Thai stories.

Suggestions and Proposals

As a university instructor, without authority for direct changes or improvement for reading promotion, I could make suggestions to those who are involved in this field: the government, academic institutions, publishers and book traders and librarians by publicizing research results, and articles in journals and newspapers, and

also through radio programs.

1. The government should provide sufficient budget for the provision of school and public libraries throughout the country, to hire more qualified librarians in school and public libraries and to establish or improve village reading centers and book mobiles throughout the country.

2. The academic institutions should promote or sponsor research and survey on reading habits among all groups of Thai people, and to cooperate with the publishers in doing research on reading materials in Thailand.

3. The publishers and the book traders should utilize research results for book production, they should provide bookshops in all major districts throughout the country and improve book distribution system to enable books to reach everyone.

4. Editors of journals and magazines should provide book review columns according to the subject field of their publications and the readers' interest. The Thai Library Association and The Association of Publishers should cooperate with editors of newspapers to provide lists or abstracts of new books in their publications.

5. School and public libraries should organize more reading programs. The public library should cooperate with parents and community leaders in organizing library programs and the school libraries should cooperate with school teachers in using books and reading both for education and recreation purposes.

Viet Nam

PROMOTION OF READING HABITS IN VIETNAM

**by Bui Viet Bac
Kim Dong Publishing
House**

The promotion of reading habits is considered to be especially important in cultural development in our country. Previously the prices of books were subsidized by the State. The network of book distribution spreads from the Capital

to provincial and district centres. And there are travelling groups of booksellers, going to remote areas, even to mountainous regions. Besides, the network of the libraries is as wide as the distribution network. One of the biggest libraries of our country is the National Library in Hanoi. It has about 1,000,000 volumes, magazines and periodicals, and every year, it serves from 80 to 90 thousand readers. It has books, reviews, dictionaries for various branches of sciences and culture in major languages. Libraries of the provinces or districts are financed by the State. Libraries in villages and of schools are established with the local inhabitants' assistance.

The Kim Dong Publishing House keeps contact with the libraries and the Corporation for Book Distribution. Our editors sometimes make trips to remote areas in order to gather readers' opinion about our books, their needs and requirements. We cooperate with them to conduct the activities of promotion of reading habits such as brochures on mass media, books, reviews in the reading room of libraries, organizing competitions among children about book reading or story-telling and so on.

However these activities are not regular and only concentrated on some areas and are often aimed at making our achievements known to everybody.

And yet these activities have fallen into decline.

Now we have a broader view on the publication of books. A great deal of books from the West as well as the East have been translated and published here. Book markets are booming. Central and provincial publishing houses have showered books on the market. This has been seen as a positive and encouraging factor, as people started to have access to masterpieces of human cultural treasure.

Formerly, people sometimes had nothing to read except a handful of dull and boring books. Writers have been encouraged in their creations, reflecting life in its multisided complexity. That is why their off springs have appealed to readers.

Nevertheless this situation has brought about reverse, negative effects. Some publishing houses, taking advantage of shortcomings in book censorship, turned out vicious and harmful books promoted violence, sex, described criminals as heroes with obscene scenes, which is harmful to ethic and esthetic education. Many readers have voiced their protests against this phenomenon on the press; as a result, it is now under control.

Another difficulty arising from this situation is the fact that books have become a commodity of free competition, our Publishing House has managed to secure its existence.

The system of State subsidization was abolished. Various Publishing Houses and the Corporation for Book Distribution have to work on a self-financing basis. Thus book prices depend to a large extent on paper and printing costs and the book becomes rather dear in comparison with people's average income. In bookshops we can see many children thirsty for books but can not afford to buy them.

Apart from economic difficulties, many children in rural areas have little opportunity for book reading. They have to work to assist their parents, who, for some reason or other, do not encourage them to read.

In the past, people bought fairly numerous books to read. But now their purchasing power has reduced; so millions of copies are now left unused in the stores of the Corporation for Book Distribution. Bookshops are houses compelled to trade things other than books for their survival.

The booming of video recorders and games on electronic devices have, to some extent, turned children's mind away from reading.

Under this circumstance and a part of budget reduction libraries' activities tend to be lessened.

In order to overcome these difficulties, our Publishing House has proposed that children's books be partly subsidized, the Corporation for Book Distribution also asked the State to subsidize some

categories of publications.

As a children's book publisher we are conscious that authors and publishers should heighten their sense of responsibility for the younger generation. Books written for children should be sound and clear, attractive, the design and cover must be alluring. They must be printed on high quality paper with easy-to-read types. Printing technique must not be neglected. We must fight against vicious books. Parents and teachers should be aware of the importance of reading habits so that they could encourage their children to read more books.

As far as children are concerned our opinion is that fairy tales, books on history, fighting, adventures, crimes, detective could be useful, provided that they are created and used in a proper way. The Government should render more assistance to the distributing network and libraries to improve their activities.

Children should be given encouragement and guidance on what to read and how to read.

MY PLAN ON PROMOTION OF READING HABITS IN MY COUNTRY

How to promote reading habit in my country is a big problem and is dependent on many factors. But I try to outline some suggestions.

1. Improve distribution activity.

Distribution network should be developed and its function should be improved. Book exhibitions, book fairs, book weeks ... should be held more frequently.

2. Improve the school libraries and every school should have a library.

We should organize Bunko for children and try to make activity in libraries to be more enjoyable. State should finance more for librarian activity.

3. Improve quality of children's books.

Quality of children's book is very important. Every year, author of the best book for children should be awarded. The best instructor, the best translator also should be awarded. Honorarium for children's books should be 20% lighter than honorarium for adults books.

Try to hold camp on writing children's books for writers every year.

In Viet Nam so far we have almost no books for children of age from 3-5 year. This kind of book should be made and, picture books in colour should be increased. Useful books for children especially science books should be subsidized by state.

Translation Agency or such should be held to exchange informations with many countries about best books in order to help publishing books in choosing exactly best books to translate.

4. Increase using mass media for advertising and, reviewing books.

The price of book (even children's) advertising on T.V. in our country is as high as any other sorts of advertising. We should propose T.V. Board to decrease the price of advertisement for books, at least children's books advertisement.

So far we have no regular book program on T.V. I think there should be one or two times a week and should try to make this program interesting, especially on children's books. Parents and T.V. Board have to take measures to encourage children to read at the same time.

5. Parents roles in promotion reading habits for childrens.

First of all parents should recognize the importance of reading habits.

Parents should read and retell books to small children.

6. More librarians, authors and book related personnels should be trained. activities should be trained.

APPENDIX:

Programme Schedule

<u>17 Nov. Fri.</u>		Japan Library Association)	
10:00	Leave hotel for ACCU	12:00-13:00	Lunch
10:30	Registration		
11:00-11:40	Opening ceremony	13:00-14:30	"Development of Reading Promotion Movement in Japan" by Mr. Kenichi Ino (Secretary General of the Japan Council for Promotion of Book Reading)
11:45-13:00	Welcome party		
13:15-14:00	"Introduction to ACCU"		
14:00-14:20	Tea/Coffee Break		
14:20-15:20	Course Orientation		
<u>18 Nov. Sat.</u>			
9:30-12:30	Presentation of the participants' reports: "Present situation of reading promotion activities and problems in promoting reading habits in Asia and the Pacific" (continued)	15:15-17:00	Visit to National Diet Library
12:30-14:00	Lunch	<u>22 Nov. Wed.</u>	
14:00-17:00	Presentation of the participants' reports	9:30-12:30	"Conducting and Developing Home Libraries for Children" by Ms. Yoshiko Takenaka (Tokyo Children's Library)
<u>19 Nov. Sun.</u>		12:30-14:00	Lunch
<u>20 Nov. Mon.</u>		14:00-17:00	"How to Edit Children's Books - creative books and science books" by Mr. Kiyoshi Soya (Editor, Fukuinkan Shoten Publishers) Mr. Shigeru Yamato (Editor, Fukuinkan Shoten Publishers)
9:30-12:30	"Creating Picture Books" by Mr. Seizo Tashima (Artist, Author-illustrator of Picture Books)	<u>23 Nov. Thu.</u>	
12:30-14:00	Lunch given by the Director General of ACCU	9:30-12:30	"Roles of School Libraries and Actual State in Japan" by Ms. Yoshie Nagai (Librarian, Kuwata Lower Secondary School, Okayama)
14:00-17:00	"Children's Development and Books" by Ms. Hiroko Sasaki (Professor of the Naruto Educational College)	12:30-13:30	Lunch
17:10	Leave ACCU for a reception by the Association of Young Children's Education	13:30-15:00	"Promotion of Reading Habits and Utilization of Materials of the Asian/Pacific Joint Production Programme of Materials for Neo-literates (AJP)"
<u>21 Nov. Tue.</u>		15:00	Leave for Hachioji (University Seminar House)
9:30-12:00	"Reading Promotion Activities and Libraries in Japan" by Mr. Hitoshi Kurihara (Secretary General of the		

<u>24 Nov. Fri.</u>			World of Reading - Matsudo Ohanashi Caravan" by Ms. Yoshiko Hamashima (Director, Matsudo Ohanashi Caravan)
a.m.	"How to Succeed in Promoting Reading Habits in Asia and the Pacific" (by NP-Method in 3 groups)		
14:30	Visit to Kinuno-michi Bunko (home library)	17:30-19:00	Visit to Japan Braille Library
<u>25 Nov. Sat.</u>		<u>29 Nov. Wed.</u>	
a.m.	Plenary session Lunch	9:30-12:30	"Creation and Effective Presentation of Picture Plays (Kamishibai)" by Ms. Noriko Matsui (Author/Illustrator of Children's Books and Kamishibai)
13:00	Leave Hachioji (University Seminar House)	12:30-13:30	Lunch
14:00-15:30	Observation visit to Tama Public Library (Bunko Festival, Lecture by Mr. Shunsaku Umeda, author-illustrator of children's books)	13:30-17:30	"Creation and Effective Presentation of Picture Plays (Kamishibai)" (continued)
		18:30	Friendship gathering with the group "I in Asia" (group for promoting friendship among Asian people)
<u>26 Nov. Sun.</u>	Holiday	<u>30 Nov. Thu.</u>	
<u>27 Nov. Mon.</u>		9:00-11:00	Visit to Aijitsu Primary School
10:30	Visit to Kodansha Publishers (discussion with the editors)	12:00-13:00	Lunch
12:00	Lunch given by Kodansha (at Chinzanso)	12:00-17:00	Symposium: "Influence of Comics and Television on Forming Reading Environment"
15:00-18:00	"Social, Cultural and Educational Development in Asia and the Pacific Region and Roles and Problems of Reading Promotion" by Dr. Arifin Bey (Professor of the Kanda University of Foreign Studies)	<u>1 Dec. Fri.</u>	Planning for Practical Actions for Promotion of Reading Habits
		<u>2 Dec. Sat.</u>	
		<u>3 Dec. Sun.</u>	Observation tour to Kyoto and Nara
		<u>4 Dec. Mon.</u>	
<u>28 Nov. Tue.</u>		<u>5 Dec. Tue.</u>	
09:30-12:30	"Utilization of Mass Media for Reading Promotion" by Mr. Yasuo Ueda (Assistant Professor, Sophia Univ., Editor, Weekly "Dokushojin")	10:00-12:00	Final Discussion
12:30-14:00	Lunch	12:00-12:30	Closing Ceremony
14:00-17:00	"Guiding Children into the	12:30-14:00	Farewell Party

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General Information

GENERAL INFORMATION

1. Organization

The Training Course on Promotion of Reading Habits and Book Development - 22nd Training Course on Book Production in Asia and the Pacific will be organized by the Asian Cultural Centre for Unesco (ACCU), with assistance from Unesco and with the cooperation of the Japanese National Commission for Unesco, the Japan Book Publishers Association, Japanese Board on Books for Young People and the Japan Library Association.

2. Time and Place

The course will take place from Friday, 17 November to Wednesday, 5 December 1989 at the Japan Publishers Building (4th floor, No.6 Fukuromachi, Shinjuku-ku, Tokyo, 162, Japan).

3. Background

In order to contribute to book development in Asian/Pacific countries through training of personnel, ACCU has been organizing an annual training course on book production since 1967. The courses in the past dealt with general publishing as well as specific themes such as children's book publishing and periodicals publishing, based on the requests of the participating countries.

Recognizing that promotion of reading habits is deeply inter-related with the development of publishing activities as regards both quality and quantity, and that it is one of the most vital areas to be considered in accelerating book development, the Meeting of Experts for Planning Book Development in Asia and the Pacific (Tokyo, 21-25 July 1987) proposed that promotion of reading habits should be given priority as a theme for ACCU's future courses.

In 1988, therefore, a course on the promotion of reading habits was held and

was highly evaluated by the participating countries. Its achievement and continued requests from the countries in the Asian/Pacific region, led to the holding of another course on this topic this year.

Faced with diverse problems with regard to promotion of reading habits in respective countries in Asia and the Pacific, effective and new ideas to promote reading habits must be planned and put into practice with the cooperation of people in different book-related fields.

In view of the present situation and needs for promoting reading habits, ACCU is organizing the training course on promotion of reading habits.

4. Purpose

This course aims at providing those engaged in activities of promoting reading habits with a forum to exchange experiences and views on their unique and effective activities in respective countries. Also it tries to provide them with opportunities to acquire theories and techniques of effective reading promotion activities, through lectures, discussions, practical sessions and observation visits.

Based on the common problems related to promotion of reading habits in the region, the participants will have concrete and practical sessions for conducting effective activities in respective countries.

In this way this course tries to contribute to the promotion of reading habits and overall book development in the Asian/Pacific region.

5. Course Programme

1) Exchange of information (participants' presentations):

- present situation and trends on reading, promotion of reading habits and publication activities in respective countries in Asia/Pacific
- serious problems and their proposed solutions for promoting reading habits

2) Lecture & discussion:

- effective methods and practices of promoting reading habits
- case studies of promotion of reading habits in Asian/Pacific countries
- effects on reading of audio-visual media such as television and comics
- others

3) Practical sessions:

- analysis of presented problems by participants
- group activities for effective promotion of reading habits
- development and use of various materials and media for reading promotion
- planning new methods for reading promotion
- others

4) Observation visits:

- different kinds of libraries
- reading promotion activities for children
- etc.

6. Participants

(1) Categories of participants

Category A: Participants with air travel expense and daily subsistence allowance provided by ACCU:

One person recommended by the respective National Commissions for Unesco of each of the following 16 countries;

Bangladesh, Bhutan, China, India, Indonesia, Laos, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand and Viet Nam.

Category B: Participants with daily subsistence allowance provided by ACCU:

One person recommended by the respective National Commissions for Unesco of the following 3 countries;
Iran, Malaysia and Republic of Korea.

Category C: Participants attending with their own expenses:

Up to two persons per country who is mainly engaged in reading promotion

activities and who can cover necessary expenses themselves for participating in this course, i.e. air travel expense, stipend, etc. They should also be recommended by the respective National Commissions for Unesco of the above-mentioned 19 countries.

(2) Qualifications of Participants

The participants should satisfy all of the following conditions:

- 1) They have engaged themselves in the practical activities of promotion of reading habits for more than five years.
- 2) They are playing leading roles in reading promotion activities in their countries and their activities are recognized as most excellent and unique achievements in this field.
- 3) They are able to report on the present situation of reading promotion activities in respective countries and participate in the discussions in English.
- 4) They should agree to observe the course schedule strictly and in its entirety.
- 5) They are between 25 and 45 years old and in good health.
- 6) They have not participated in any annual training course in Tokyo organized by ACCU in the past.

7. Financial Arrangements

(1) Travel expense:

ACCU will bear the travel expense of each participant under Category A (see para. 6 above) by providing a round trip economy class air ticket.

(2) Daily subsistence allowance:

ACCU will provide each participant under Category A and B with daily subsistence allowance of ¥12,000/day for the period from 16 November to 5 December 1989.

(3) Other expenses:

ACCU will cover all expenses for lectures, observation tours officially scheduled.

8. Application Procedure

- (1) The National Commissions for Unesco desiring to recommend participants in this course are requested to recommend three persons who fall under Category

A or B, and another up to three persons under Category C, if any, by sending APPLICATION FORMS duly filled in by each of the applicants to ACCU **not later than 6 October 1989.**

- (2) After examining APPLICATION FORMS, ACCU will select the participants.
- (3) ACCU will inform of the acceptance of participants to the participants themselves and to the National Commissions for Unesco concerned. (The Guide for Participants will be sent then, with the invitation letter for further action.)

****** It should be noted that all applications should be submitted through the National Commissions for Unesco concerned, and should reach ACCU by the closing date of 6 October 1989. Neither direct application from individuals nor application through bodies other than the Unesco National Commissions concerned are acceptable.

9. Requirements of the participants

REPORTS - When the participants are decided, they are requested to write a report on the following topics:

- 1) Most serious problems you face in promoting reading habits (with priority), and reports on successful cases and those cases which did not succeed.
- 2) What you expect to grasp from this course

MATERIALS FOR READING PROMOTION -

The participants are requested to bring with them or send to ACCU prior to the course, samples of effective materials for promotion of reading habits, such as A-V materials, campaign posters,

photographs and books in your country, for exchange of experiences among the participants and resource persons.

10. Working language

The working language of the course is English. Simultaneous interpretation between Japanese and English will be provided for lectures delivered in Japanese. An interpreter will accompany participants during the observation tours. All documents are prepared in English.

11. Insurance

ACCU will purchase an "Overseas Traveller's Personal Accident Insurance Policy" for all the participants under Categories A, B and C, covering medical expenses for injury and illness.

12. Accommodation

Air-conditioned single rooms are reserved at the following:

Tokyo Garden Palace (facility of private teachers association in Japan)
address: 7-5, Yushima 1-chome, Bunkyo-ku, Tokyo, 113, Japan
telephone: (+81 - 3 -) 813-6211
facsimile: 818-6060

13. Correspondence

All communication concerning the course should be addressed to:

The Director General
Asian Cultural Centre for Unesco
No.6, Fukuromachi, Shinjuku-ku, Tokyo, 162, Japan
telephone: (+81-3-) 269-4445, 4435
cable address: ASCULCENTRE TOKYO
facsimile: 269-4510
(no telex facility available.)

Bangladesh
Bhutan
China
India
Indonesia
Iran
Japan
Korea
Malaysia
Nepal
Pakistan
Papua New Guinea
Philippines
Republic of Korea
Sri Lanka
Thailand
Viet Nam